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ABSTRACT

This report is the fourth in a series pertaining to student attendance in the Cleveland (Ohio) Public Schools. It focuses primarily on 1985-86 school data and addresses district needs for development of conventional and non-conventional approaches to improvement of student attendance. The report begins with a literature review that describes programs in other areas of the country that have been useful in improving attendance. The second part of the report provides statistics, tables, and charts which show attendance in the Cleveland City School District. The average daily attendance rate for all pupils in the 1985-86 school year was 86%. High and low attendance rate students overall and in secondary schools are compared to discover what characteristics could contribute to the differences. Other related issues, such as dropping out, racial or ethnic group, and academic achievement, are discussed. The report concludes that attendance improvement strategies will be most successful if they include positive motivators not only to attend school but also to do well academically. Appendices provide statistics on reading achievement according to attendance rate, ethnic group, and school. A list of references is included. (PS)

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CLEVELAND CITY SCHOOL DISTRICT

ANALYSIS OF 1985-1986 CLEVELAND SCHOOL DISTRICT DATA WITH POLICY AND PLANNING IMPLICATIONS: ATTENDANCE ISSUES

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CLEVELAND PUBLIC SCHOOLS

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ANALYSIS OF 1985-1986 CLEVELAND SCHOOL DISTRICT DATA WITH POLICY AND PLANNING IMPLICATIONS: ATTENDANCE ISSUES

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INTRODUCTION

This report is the fourth in a series pertaining to attendance issues in the Cleveland Public Schools, and focuses primarily on 1985-1986 school data. The previous three reports used data from the 1980-1981, 1982-1983 and 1984-1985 school years, respectively.

The previous three studies responded to: (a) recommendations (Sunderland (1983)) that the district conduct research examining characteristics of schools with relatively high and low attendance, as well as to (b) subsequent recommendations from the Office on School Monitoring and Community Relations (OSMCR)--which now have been incorporated into the required actions for the school district. OSMCR has recommended that the district research the area of student attendance to identify patterns, trends, and problems; and to determine what characteristics of schools produce relatively strong attendance rates for both black and white students.

This study also addresses district needs for development of conventional and non-conventional approaches to improvement of student attendance by providing an information base from a comprehensive search of the literature. This literature review has been done to assist schools in their need to develop such attendance plans addressing the unique needs of their students.

IMPROVING SCHOOL ATTENDANCE: A LITERATURE REVIEW

This review of the literature updates the literature search contained in the three prior attendance issues reports using 1980-1981, 1982-1983, and 1984-1985 school district data, respectively. Although major portions of this review remain virtually the same, they are included here so that this study can remain a stand-alone, self-contained document. Many readers will not have access to all three documents. The major purpose of this literature review is to identify programs for improvement of student attendance which other school districts implemented and for which the districts reported measured success. This approach will provide helpful information to Cleveland schools in their need to develop both traditional and nontraditional plans for improvement of student attendance.

The following activities produced the information base for this review:

- Requests to 51 major school districts throughout the United States for programs with measured success in improving school attendance;
- An updated comprehensive computerized search of ERIC literature related to school attendance improvement efforts; and
- Contact with the Educational Research Service to secure literature of the topic.

This effort identified a number of school districts with various types of attendance policies and related claims of success.

Some district materials reported measured relationships between student attendance and other variables such as grades and achievement test scores. Relatively few, however, present measured success of actual attendance programs.

Although the literature search focused on description of "promising strategies" to provide information for schools in their development of attendance improvement programs, two additional references have been included with the 30 articles cited herein. The first, a report of the Citizens' Council for Ohio Schools (Kaesar (1984)), offers comprehensive information for use in planning, while the second (Monk and Ibrahim (1984)) identifies implications of the patterns of class absence on student achievement.

A major tool to assist Cleveland schools in development of their strategies, Citizen Guide to Children Out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion (Kaesar (1984)) documents the attendance trends, issues, and interventions in Ohio schools. The Council's position on attendance problems and their resolution together with an attendance/absenteeism bibliography provides a sound planning base for schools addressing student absence. Viewing absence as a complex phenomena arising out of interactions between individual and family characteristics, school-based causes, general environment, and society-based causes, a major emphasis in the report is its content related to interventions to improve attendance. Schools are characterized as employing two basic

approaches. The common approach is a legally defined one for the school, via accounting for children and then trying to intervene with those children who are absent for unacceptable reasons. The second basic approach, a much less common practice, is the conscious preventive approach which involves making the school the type of place that is positive and supportive of the diverse needs of its clients. The interventions recommended range from the legal requirements incumbent upon all schools under State law to monitor and require student attendance to proactive efforts for improvement of the educational program in the spirit of "one ounce of prevention" being worth "one pound of cure."

Patterns of Absence and Pupil Achievement

Monk and Ibrahim (1984) compare student absences throughout the school year showing that classrooms vary in the total number of student days of absence, in the distribution of absences throughout all school days, and in the degree to which the same students are repeatedly absent. Basing their findings on study of ninth grade students enrolled in a college preparatory algebra program, they conclude:

1. At the individual student level, the timing of absence makes a difference in terms of students' achievement. If students are absent on days when new material is presented, their achievement is generally reduced, than on days when review is scheduled.

2. Contextual effects of absence are important. Students who attend class can be adversely affected by classmates who are absent from class.

3. Being absent on a high attendance day differs in effect from being absent when large numbers of classmates are absent.

The last situation has a significant effect on learning typically. The authors conclude that a pattern of absence is a policy variable. Efforts could be made to change the timing, frequency, and concentration of absences. A day lost may not have the same effect whenever and regardless of the context in which it occurs--yet state regulations embody the assumption that all absences have the same consequences. Patterns of class absence, the authors contend, have direct implications for logistical problems faced by teachers. It would appear that schools in planning for improvement of student attendance, should identify patterns of absences that are most likely to affect achievement and implement strategies which would reduce the consequences.

The National Diffusion Network (NDN) is a federal program designed to solve many different kinds of educational problems. Two NDN projects specifically designed for use with youth who are excessively absent, disaffected, and potential dropouts are Project Focus and Project DEEP.

Project DEEP

Project DEEP, developed in the Wichita, Kansas Public Schools between 1971 and 1974, became part of the NDN in 1977. It stands for Diversified Educational Experiences Program.

Adopted by more than two dozen school districts in ten states and the District of Columbia, Project DEEP was originally designed for use with apathetic learners, students with discipline

problems, poor attendance, and potential dropouts. In addition to helping its original target students, it has also worked well for gifted, talented and creative students. It can be used as an alternative within the traditional high school or junior high school.

At the site where it was originally developed, DEEP was credited with reducing the absentee rate by 30% and the dropout rate by 37%.

DEEP gives students a change to complete a project of their own design in an untraditional setting and receive academic credit for it. School districts have used DEEP as an alternative class in a variety of academic areas--arts, social studies, and science.

A DEEP classroom makes extensive use of electronic and non-electronic media: cameras, movie projectors, photographic supplies and equipment, tape recorders, and art supplies. Students use the media to complete the project of their choice, which accounts for part of the attractiveness of the course. Before students work on their projects, however, the instructor must prepare them to get along with each other, to develop class goals, to learn to operate equipment, and to learn to negotiate a project. Students should be enrolled in a DEEP class for at least one semester to give the instructor time to develop student attitudes and skills.

DEEP requires an open classroom structure and a well trained teacher who is firm and sets boundaries, who can be open and trusting with students, and who can develop in the students a sense of ownership in the class.

DEEP students work in large and small groups. They may go into the community to do research. They are given administrative responsibility for keeping daily attendance and for negotiating and enforcing the rules for classroom behavior.

Under DEEP's classroom management system, no adjustment is needed in class size, said Jane Connett, project director. A regular size class of 20 to 35 students can be accommodated with the model, she said. The only requirement in the project's flexible management model, she advised, is student involvement in setting goals and evaluation of their own and other class members' projects.

Among the positive outcomes of DEEP, in addition to reduced absentee and dropout rates: improved attitudes shown by increased respect for value of learning and reduced vandalism and theft.

Project Focus

Project Focus operates in two 1,600-student high schools in Independent School District #623, Roseville, Minnesota. This NDN-funded project provides an alternative for approximately 75 students in grades 10-12 in each school. Students enrolled in Focus generally are unable to function in the traditional

classroom. They may be underachievers or potential dropouts and may have developed a pattern of behavior problems and absenteeism.

In Focus, students may take a full load of five classes. They also are encouraged to take at least one class in the traditional school program. Students may receive credit for supervised on-the-job training. A state-funded work experience component enables them to meet for one hour each day to discuss topics such as self-development, work problems, and job relations.

All Focus students are required to enroll in "Family Group," the heart of the Focus approach. Each group consists of 8 to 10 students and one teacher-advisor who meet together for one class period daily throughout the school year. The idea is to encourage "positive youth development" by using peer pressure within a group structure, Focus administrators explained. They added: "The success of Family Group is not magic. Rather, it involves methods which others can learn and use."

Among the concepts Focus administrators and teachers stress are the following: alienated students need to know that staff members care about them; teachers must set realistic expectations for students; students must be made to feel secure in the school environment; many different forms of individualization are needed e.g., curriculum, time structuring, discipline, rewards, and problem resolution; students must learn to take responsibility for their own behavior.

The student-teacher ratio is approximately the same as in the regular school program. Additional costs to adopt the program vary from school to school, depending on the district's facilities, materials, and personnel.

Project HOLD

Of the myriad attendance-improvement programs that have been tried in California, the best known may be "Helping to Overcome Learner Dropouts," otherwise known as Project HOLD. Originated by the Pajaro Valley Unified School District, it's aimed at increasing students' self-esteem and academic success to keep potential dropouts enrolled. The emphasis is on prescriptive guidance at the secondary level.

The entire program can be adopted through title IV-C funds or the Pajaro Valley USD will sell the necessary materials to those who want to adopt the program unofficially. Workshops on the various project components have been held for small groups in locations around the state.

Here's what HOLD involves:

- The early identification of potential dropouts (before they come to high school). Factors considered are grades, reading scores, interest in school, parent attitude, self-esteem, participation in school activities and attendance. If these are inadequate, a "treatment strategy" is developed for the student.

- Targeted students are assigned a "teacher advocate," who encourages them to attend after-school events and directs them to other forms of assistance.

- "Classroom counselors," principally college interns, community agency representatives, or citizen

volunteers, monitor the student's attendance and arrange meetings between the adults involved in individual programs. They also discuss grades and attitudes with the students.

- Additional helpers are "peer counselors," students who participate in the program as part of a formal class. Students are allowed in the class if they have demonstrated responsibility, exemplary behavior, and willingness to "share themselves." These criteria are more important than academic performance.

- Attendance is carefully monitored according to a procedural handbook. Students with perfect attendance for three weeks and nine weeks get a certificate, which project staff says have proven to be a true incentive. As one program participant puts it: "Many of these kids hadn't received an award since elementary school."

- Parents of the potential dropouts are invited to two types of meetings: informational (about school options, events, starting and closing dates, etc.) and parent-effectiveness (a counseling session).

Ninety percent of the participating parents described these services as "helpful." Other statistics showed that participating students: (a) completed high school at the rate of 71%; (b) earned 66% more units than a comparison group; (c) moved out of the bottom quartile on a self-esteem inventory at a rate of 75%; (d) increased their participation in school activities by 300%; and (e) scored an impressive 22% higher academically.

Higher Horizons

Higher Horizons (HH) 100 is a program providing groups of 100 underachieving secondary school students in Hartford, Connecticut, with an integrated program of academic, cultural, and counseling services designed to develop and improve their basic

skills in language and mathematics, self-concept, and adjustment to school. The eight small cluster settings allow intensive counseling, individualized instruction, and integrated cultural and educational activities, as well as a series of student run and staff directed projects. In the project's sixteenth year, HH 100 operated a ninth grade team at each of Hartford's high schools, a tenth grade team at one high school, and two teams at each of the middle schools, with funding from Title I. Each team was staffed by five or six teachers, a counselor, and a project aide. When fall-to-spring Metropolitan Achievement Test data were analyzed by team and by grade level, all gains were highly significant, exceeding the project standard. The upgraded percentile gain standard was reached by all but one team in reading, one grade level with a team in mathematics, and both grade levels within one team in language arts. At least 90% attendance was attained by all teams. Students reported a realistic and positive attitude toward themselves and school, on a self-rating measure similar to those used in previous years.

One of the three primary project objectives was that: "Students will achieve a better percentage of attendance than that of the hosting school grade level." The eight groups of project students achieved an average attendance rate of 92.8% which exceeded the average attendance rate of 90.5% of the hosting schools by 2.3%.

Oakland: A Frank Admission of the Problem

The Oakland, California Public School District kicked off its anti-truancy campaign by admitting it lost $3.2 million during the 1977-78 school year because of unexcused absences.

In the first year of the anti-truancy campaign, attendance improved 24%. Unexcused absences were down from approximately 28,000 in February 1978 to 21,000 in February 1979. The 24% reduction represented a 15% truancy reduction in elementary school attendance rates, a 37% reduction in middle schools, a 27% reduction in junior high schools, and a 27% reduction in senior high schools.

The district's campaign included no extraordinary methods, just daily attendance taking in each class, personal contact with parents of truants and other students who are absent without valid excuses, the development of an attendance plan by all schools, and the maintenance of accurate records of absences.

Parents are contacted when a student has more than one unexcused absence. A total of 25 full-time employees were added to the district staff (attendance workers and clerks). Nevertheless, the district attributes its success in raising attendance levels to its strategy of calling attention to the problem and of gaining the cooperation of parents and student body leaders.

Daily Reports Cut Absentee Rate

Early and continuing attention to attendance problems accounts for the success of James Tyler in cutting the absentee

rate at his 450-pupil high school to 5.5%. Tyler, principal of Seneca Senior High School in Ovid, New York, uses two approaches to "stay on top" of attendance problems. He initiated the use of a daily conduct report form and a broadcast over the school's intercom system of the names of students reported missing from each class.

Tyler works with students as soon as he sees an attendance problem developing. For example, when a student accumulates several tardies to class, skips or unexcused absences, he discusses the problem with the student and hands him a 5 x 7 inch "Student Daily Conduct and Attendance Report." The form is printed on paper that automatically makes a second copy. At the end of the day, one copy goes to teachers, the second goes into the student's file. The student must ask each teacher to sign the form and grade behavior on a daily basis for a contracted period of time. Teachers have three conduct grade options: E for excellent, S for satisfactory, and P for poor.

The daily report form has a positive effect on students and, often, on the teacher as well, noted Tyler. "It gives attention to the student who doesn't get much attention, the one who will do things like arriving late or misbehaving just to get a chance to talk with the teacher," Tyler explained. Teachers, on the other hand, start noticing and praising improved behavior, the principal said. "The system gives the teacher and the student a chance to develop rapport."

Tyler used the daily report form with equally good results in a 1,800-pupil high school where he formerly served as assistant principal. "We had tremendous success with it there," he said, "because it helped the school staff make sure no student problems were overlooked." Progress in correcting problems was tracked daily through the report forms. Another advantage of using the system in the larger school was the daily contact between the assistant principals and counselors and the 60 to 70 students who had to turn in report forms.

Tyler stressed the importance of using the daily reports with students who are tardy. The student who is often late becomes the student who is often absent, he said. In other words, the correction of a tardiness problem in the early stages may prevent the student from becoming a frequent absentee.

Grading Penalties for Excessive Absenteeism

At Ellison High School in Kileen, Texas credit toward graduation is withheld for any course in which the student is excessively absent. Moreover, three tardies of less than five minutes equal one absence to that class; and being tardy by more than five minutes is counted as an absence. A student is allowed to have six absences per class each quarter without penalty (except truancies). If absent from a class more than six times in a quarter, it is the student's complete responsibility for filing an "appeal for credit." Valid absences are personal illness, medical or dental appointments, death in the immediate family, or serious

personal or family problems. Ellison High School had the best average daily attendance rate in the entire district during its first year of operation. School officials attribute the success to the school's different attendance policies.

Malden, Massachusetts Schools have adopted a similar school policy, which dictates that a mandatory failing grade of E be assigned for the seventh unexcused absence per quarter in each subject. Excused absences are granted for religious holiday, emergencies, and prolonged illness. The school mails to parents written reports from classroom teachers of a student's third, sixth, and seventh absence. With the seventh unexcused absence a student automatically receives a failing grade of E in that subject for that quarter. Students may appeal to a review board for exceptions to the attendance policy. One drawback of this attendance policy is the increased clerical burden. However, student attendance at Malden High School increased by 3.7% for the entire population of 2,100 students, from 87.4% in 1976-77 to 9.1% in 1977-78. The improvement in attendance represented an average of six additional school days per student. The new attendance policy had the greatest impact on low-achieving students, who also tend to have the highest absentee rates. Those students who had an achievement level below a grade of D gained an average of 9.2 days per year under the new policy.

Computer Assisted Procedure

The monitoring of student attendance through the use of computers has increased considerably during recent years. In some

instances this computer assist goes way beyond the simple act of attendance record-keeping. For instance, the Denver Public Schools reported to have successfully identified potential dropouts by analyzing attendance grading, disciplinary and testing information already present in student data banks. Four specific predictor variables were finally defined in the school area around which a computer program could be written: grade point average, percent of absence, number of suspensions, and number of minimum competency tests failed. These predictor variables were flagged if they fell below a set level. Related reports were then sent to the school counselors who arranged for additional attention and special programs to be provided for these pupils. The dropout rate from 1974-75 through 1980-81 indicates that the first full year (1978-79) after the implementation of the dropout prevention program in the Denver Public Schools the dropout rate dropped by 1.9 percentage points. This translated into approximately 300 pupils who were held in school during 1978-79 who might otherwise had dropped out. Their attendance rate also improved.

Other attendance related computer assists included computer generated letters and/or phone calls to parents of those students with excessive absences. For example, Antelope Valley High School in Lancaster, California is cutting its student absenteeism with the help of a phone robot. Each evening an automatic phone dialer calls up to 180 homes to inform parents that their child was out of school that day. The school reports that

during the first month of use absences were reduced to one-half the amount they were for the same month during the preceding year. This success was attributed in part to greater staff attention spurred by the robot. Although the machine is expensive, the principal contends it will pay for itself by increasing average daily attendance.

Good Attendance Rewarded

Some districts believe a little encouragement helps. A popular reward is exemption from exams. The School Board of District 9-R, Durango, Colorado, for example, notes in its attendance policy that students who are in attendance the entire semester without an absence may be exempt, upon teacher approval, from taking semester final examinations.

In Mt. Oliver, Illinois, the board of education excuses students from taking semester examinations on the basis of attendance and grade average. Exemptions are in effect for students who have an A average and no more than three days' absence, a B average and no more than two days' absence, and a C average with no more than one day absent. All absences count in determining who's eligible, the board ruled.

The Dillon, Montana, school set upon an attendance incentive program which benefits students who have a passing grade for the quarter and only one absence. By completing all other requirements, the students are exempt from a final quarter exam, a term paper, or some other type of project--whatever the teacher requires of students who do not qualify for the incentive program.

High school students in Fowler, Colorado, can receive a free activity pass, providing they have not missed more than a total of six class periods throughout the school year. The pass is valid for the following school year.

Not every district approves of incentive programs. The attendance policy of the Cameron, Texas Public Schools had this to say: "Absence and tardiness should be held to a minimum, but no pupil should attend school when his health or that of others might be jeopardized. Therefore, there are to be no awards for perfect attendance in the Cameron Public Schools."

Baltimore Offers 19 Suggestions

The attendance policy of the Baltimore City Public Schools makes clear that the success of the attendance program depends on the efforts of local schools. The district offers them 19 specific suggestions to improve attendance:

1. Establish a faculty committee on attendance and instruction.
2. Develop a system or plan for recognition, contests, awards, citations.
3. Involve parents (after training) in activities such as volunteer clerical services and home telephoning.
4. Form a student committee.
5. Organize a buddy system.
6. Organize student tutoring.
7. Put attendance information in newsletters, letters, and bulletins to parents.
8. Develop class, grade, and school projects.

9. Develop "support and assistance" services to parents who seem to need help.
10. Put attendance on the PTA agenda.
11. Make attendance and achievement a priority.
12. Conduct a poster contest.
13. Conduct orientation programs for new students and parents.
14. Make effective use of local school screening committees.
15. Devote time in faculty meetings to student attendance matters.
16. Organize high-interest homeroom programs.
17. Release attendance figures by subject and class.
18. Establish clear and definite procedures for the withdrawal of over-age students.
19. Organize peer counseling services.

Richmond Suggests Alternatives

Administrators at the Richmond, Virginia Public Schools suggested to building principles that "procedures should be devised to clearly demonstrate a commitment of care and concern for student success and the importance that regular attendance plays in this effect."

District officials suggested that "care and concern" could be shown through the use of scheduling procedures that match teaching-learning styles, course content that interests and motivates students through a sense of achievement, involvement of students in curricular and co-curricular activities that help them

feel a sense of belonging, and alternatives to traditional courses and teaching methods.

In addition, the district lists numerous alternatives to promote school attendance. It recommends that each school provide at least three alternative programs for students who have chronic unexcused absences.

The district's suggestions:

- Student participation in goal-setting for the school and students at the beginning of the year and periodically after that.
- A group activity or trip at the beginning of the year rather than at the end.
- Individual, 10-minute conferences between teachers and students at the beginning of the year.
- Providing a method for student concerns to receive immediate attention, e.g., through peer counseling.
- A way to combat depersonalization at the secondary level, e.g., through an exchange of individual letters between teachers and students.
- Investigation of the reasons marginally successful students stay in school; application of the findings to potential dropouts.
- Inclusion of students who often go unrecognized in peer counseling and peer tutoring programs.
- An "adopt an absentee" project. One suggestion of starting such a program is to compile a list of chronic absentees. Then encourage each school employee, from the principal to the cafeteria worker, to adopt an absentee by showing special concern for the students, saying hello, inquiring about the student following an absence.
- Providing neighborhood study center to promote studying for students who cannot study in the home.
- Encouraging the use of volunteers at both the elementary and secondary levels.

- Holding workshops on absenteeism for parents.
- Starting an attendance competition between classes.

The PTA Can Help

Local PTA volunteers can help cure school attendance ills. That was the finding of an ambitious national project undertaken by the National Congress of Parents and Teachers in 1974. At that time, five states were involved in the attendance improvement project, funded by the Sears Foundation. Now the national PTA is trying to organize a coalition of agencies, parents, the general public, and the schools to reverse rising rates of absenteeism, dropouts, vandalism, suspensions, and discipline problems.

What can local PTA volunteers do? "We are advising members to tackle the local attendance problem by finding out the size and causes for the absentee rate, what the school is doing to correct problems and what parents can do," said national PTA President Virginia Sparling in an interview for this report.

The National PTA has identified the following tasks as appropriate for PTA volunteers:

- Keeping daily records for schools on the number of incidents and reasons for absences.
- Telephoning parents of absent students on a daily basis.
- Volunteering to work in the schools with students who are having learning problems.
- Working with school boards to develop and disseminate information on attendance policies.
- Helping schools make the public and parents aware of the negative effects of poor attendance.

- Sponsoring workshops for people directly involved in the prevention of attendance problems, including parents.
- Preparing and mailing monthly newsletters to parents to improve communications between the home and school.
- Greeting and informing new families about school policies and programs and about community support services.

"The battle to reduce absenteeism can only be won in the local community," Sparling said. "Everybody must be involved--teachers, administrators, school nurses, business people, social service agencies, police, judges, and parents." The issue of attendance "really demands the attention of the PTA," she added, "because it is the parent who can effect solutions to the problem."

"We need to create a network in the community which is supportive of the school and of the student and his need for a quality education," the PTA president said. "It is a battle that must be won."

California State Department of Education

Thirty-two schools in 28 districts participated in a pilot study authorized by California's School Attendance Improvement Act from 1981 through 1983. The report offers six steps for a comprehensive approach to improving attendance: assessing actual attendance, developing policies and procedures for improving attendance, selecting program strategies, streamlining reporting systems, orienting staff members, and involving community members. An assessment system checklist is presented to assist schools in devising an attendance improvement program. The

attendance program emphasized four strategies: school-to-home contact; rewards for good attendance; preventive measures (such as counseling, tutoring, and independent study); and negative consequences for poor attendance (such as inhouse suspension, Saturday school programs, and truancy reduction programs).

In summary, this review of the literature on measured success of programs specifically designed to improve attendance indicates that some schools do so through reward, encouragement, and support programs while a fewer number have reported success primarily through imposing sanctions and penalties on those students with excessive absenteeism. It appears that the sanction/penalty approach is most often used in large systems where the average daily absentee rate is 15% or more, and approaching a crisis level. The attendance rate raised through such a sanction based approach typically peaks at less than 90% in the typically large system, while many of those attendance enhancement approaches stressing reward and support services report attendance rates above 90% (admittedly used more frequently in the more affluent suburbs). The latter typically involves increased counseling and teacher contact support services, which can represent significant expenditures of additional monies. However, these additional expenditures might turn out to be offset in full or at least part by the various savings achieved as a direct result of enhanced attendance.

FINDINGS

The average daily attendance rate for all pupils in the Cleveland City School District for the 1985-1986 school year was 86.15%. Broken down by sex it was 85.96% for boys and 86.36% for girls. By race, it was 80.21% for white, 80.31% for native American, 83.66% for Hispanic, 88.41% for black, and 93.42% for Asian students. Taking race and sex together, white males at 80.12% and native American males at 79.44% had the worst attendance rates, and Asian females had the best rate at 93.35%. The grade levels with the worst attendance rates were grade ten with 75.67%, grade nine with 76.46%, and grade eleven with 78.74%. These three grades were the only grades with an attendance rate less than eighty percent. White males in grade ten had a very low attendance rate of 66.50%, which means that the average white male at that grade level missed more than one out of every three days of school, as was also true during the prior year. Of even greater concern is the attendance rate of grade ten native Americans, with males at 57.37% and females at 56.05%. In contrast to these poor secondary school attendance figures, the average daily attendance rate for every elementary grade was above 90%. The average daily attendance rate drop, system wide, was greatest between grades six and seven (from 91.88% for grade six, to 82.17% for grade seven). The average attendance rate for elementary schools was 92.10%, for

junior high schools 81.49%, and for senior high schools was 77.52%. In summary, 1985-1986 attendance rates for black students were about eight percent better than for whites, for elementary students more than thirteen percent better than for secondary students, but less than one-fourth of one percent better for girls than for boys (88.54% vs. 88.30%), overall. These figures were based on an average daily membership total for 1985-1986 of 73,805.66 students. Very similar attendance rate results have been found for other recent years. See Figures 1 through 5 and Tables 1 and 2 for additional graphic and statistical detail.

Questions always arise concerning the relationship between attendance and school achievement. However if a student was not enrolled in the Cleveland Schools for a substantial part of the school year, it would obviously be misleading to attribute that student's achievement to the Cleveland City School District's educational program on the same basis as for a student who, in fact, was enrolled for substantially the entire year. For this reason, the remaining analyses and statistics will only include data for students who were enrolled in the Cleveland Public Schools for a minimum of 135 days during the 1985-1986 school year,* and

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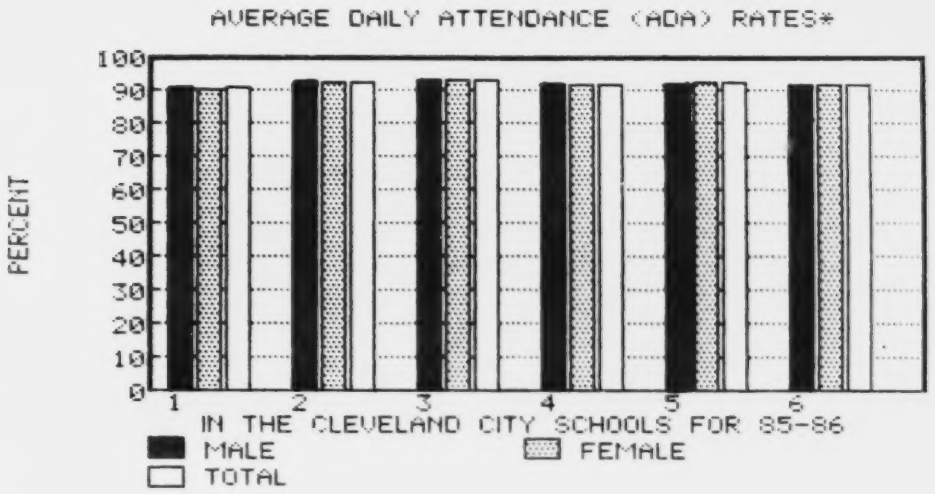
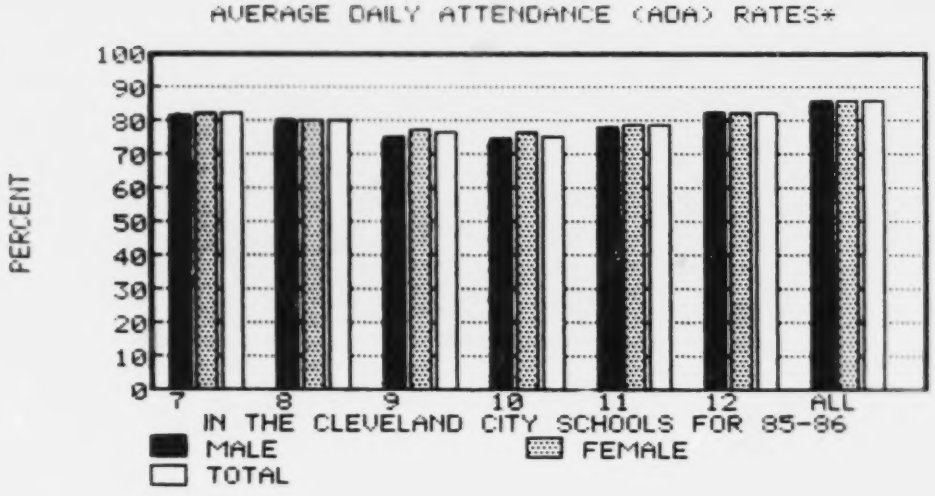
* The minimum number of days that a school system in Ohio is required to be in session during a school year is one hundred and eighty days. Up to five days of this total is allowed to be deleted for reasons of bad weather and the like, without having to make up those missed days. During the 1982-83 school year the schools were in session for 180 days, in 1983-84 they were open 175 days, in 1984-85 it was 176 days, in 1985-1986 it was 180 days, and in 1986-1987 it was 178 days. It does not seem reasonable to equate the involvement and activity of those students who have been enrolled minimally in the school system during the year with those who have been enrolled for the majority of the time the schools were open. For this reason, only those students who were enrolled (in contrast with being in attendance, which could be a much lower figure for a truant) at least 75 percent of the minimum number of days required, or 135 days (.75 of 180 equals 135) are included in the calculations involving a student's attendance rate.

Figure 1

Average 1985-1986 Daily Attendance (ADA) Rates*
in the Cleveland City Schools





* Based on an average daily membership (ADM) for 1985-1986 of 73,805.66.

Table 1

Average Daily Attendance (ADA) Rates*
in the Cleveland City Schools for 1985-1986

Grade	Male ADA (%)	Female ADA (%)	Total ADA (%)
1	91.27	90.66	90.98
2	92.69	92.76	92.73
3	93.18	93.12	93.15
4	91.54	92.09	91.80
5	92.01	92.34	92.17
6	91.89	91.87	91.88
7	81.60	82.84	82.17
8	79.99	80.39	80.18
9	75.59	77.41	76.46
10	74.87	76.51	75.67
11	78.45	79.02	78.74
12	82.49	82.61	82.55
All Grades	85.96	86.36	86.15

*Based on an average daily membership (ADM) for 1985-1986 of 73,805.66.

Figure 2

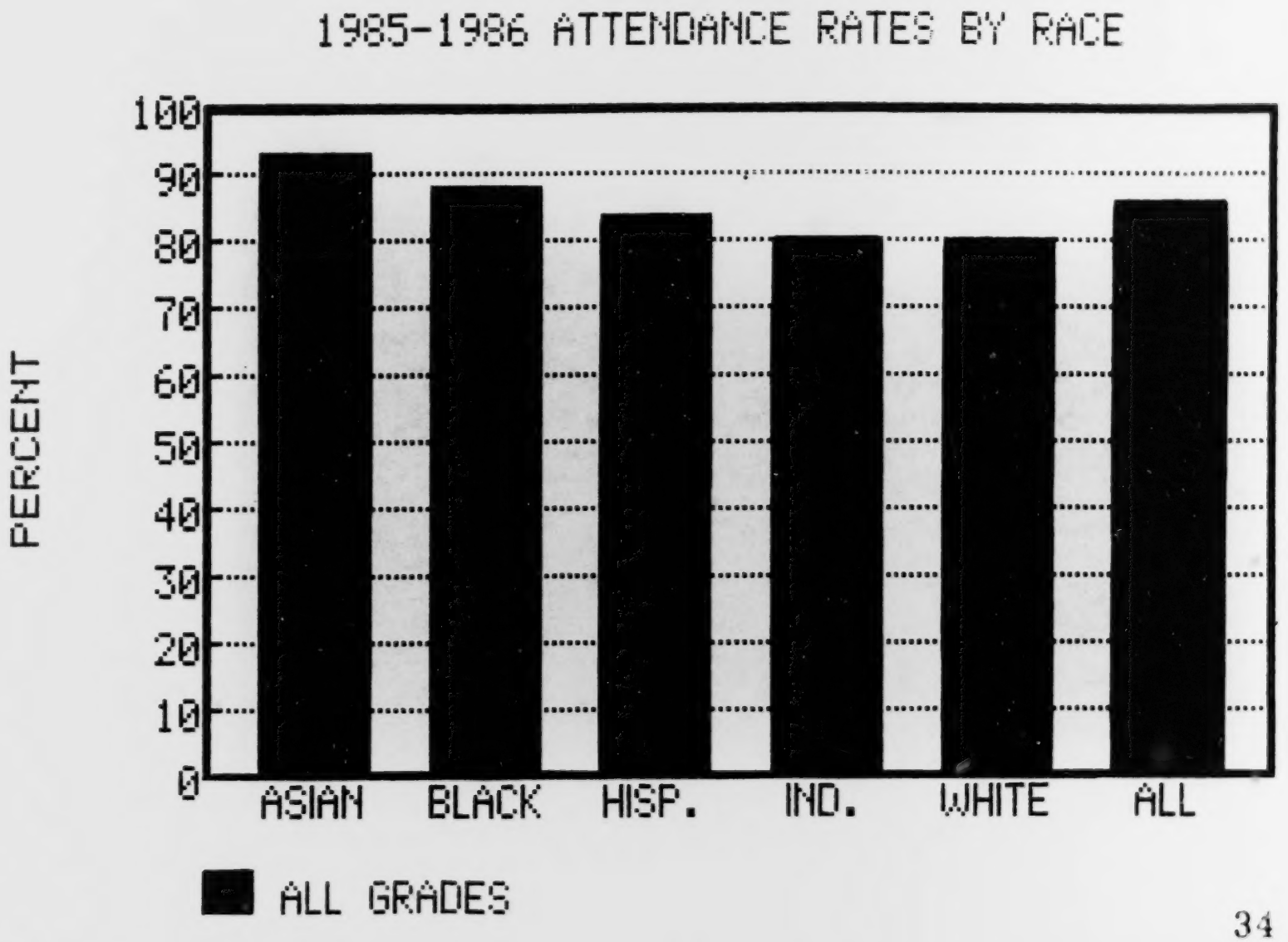

1985-1986 ATTENDANCE RATES BY RACE
PERCENT
100
90
80
70
60
50
40
30
20
10
0
ASIAN
BLACK
HISP.
IND.
WHITE
ALL
ALL GRADES

Figure 3

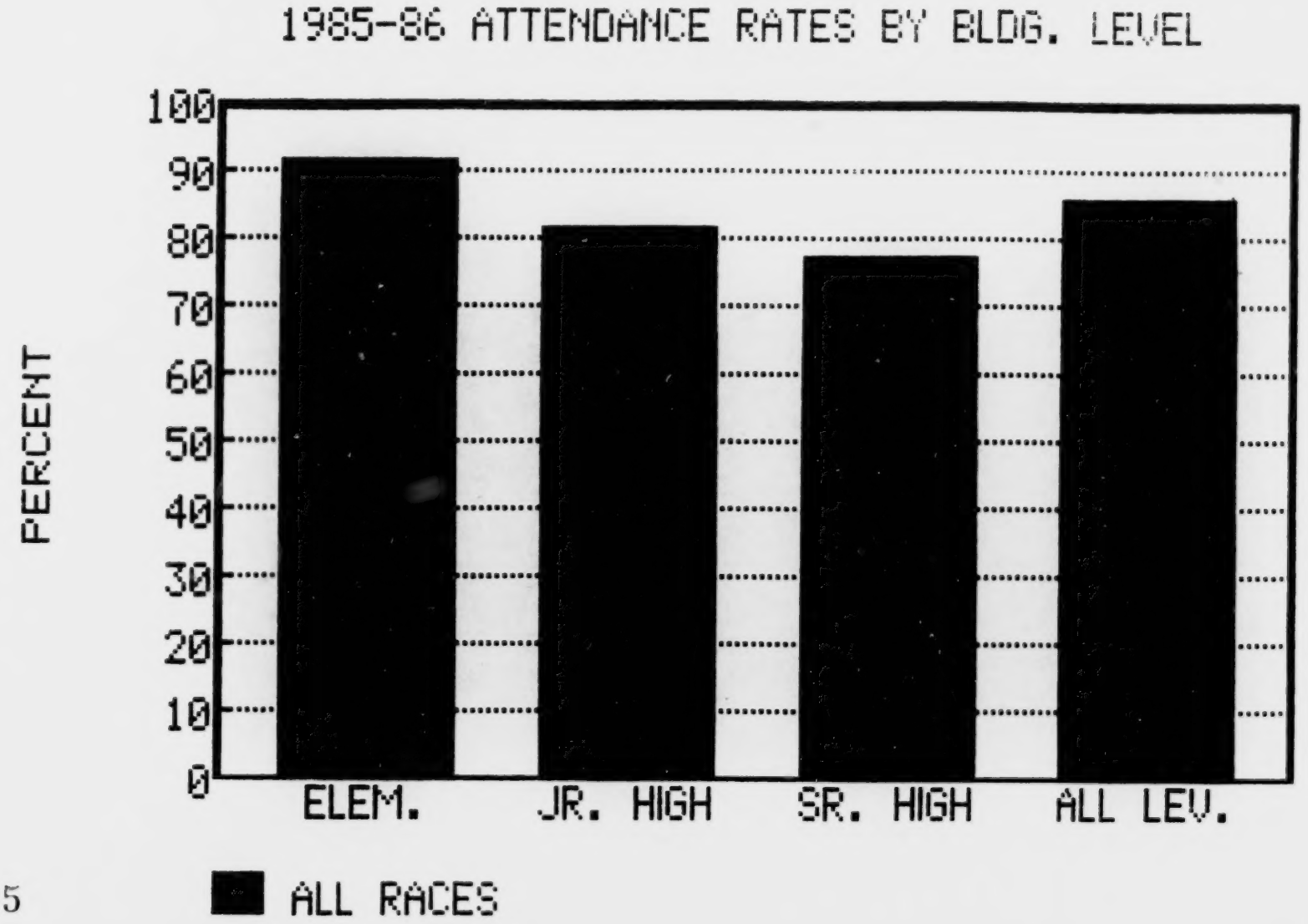
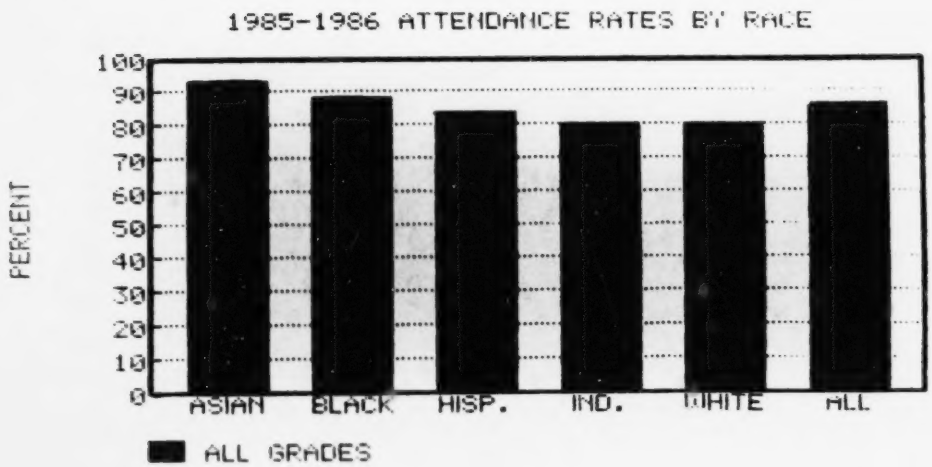

1985-86 ATTENDANCE RATES BY BLDG. LEVEL
PERCENT
100
90
80
70
60
50
40
30
20
10
0
ELEM.
JR. HIGH
SR. HIGH
ALL LEV.
ALL RACES

Figure 4


1985-1986 ATTENDANCE RATES BY RACE
PERCENT
100
90
80
70
60
50
40
30
20
10
0
ASIAN
BLACK
HISP.
IND.
WHITE
ALL
ALL GRADES

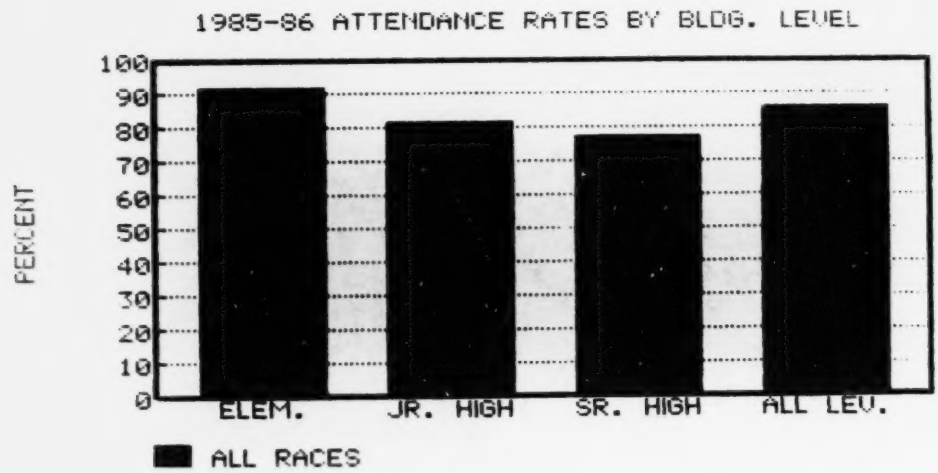

1985-86 ATTENDANCE RATES BY BLDG. LEVEL
PERCENT
100
90
80
70
60
50
40
30
20
10
0
ELEM.
JR. HIGH
SR. HIGH
ALL LEV.
ALL RACES

Figure 5

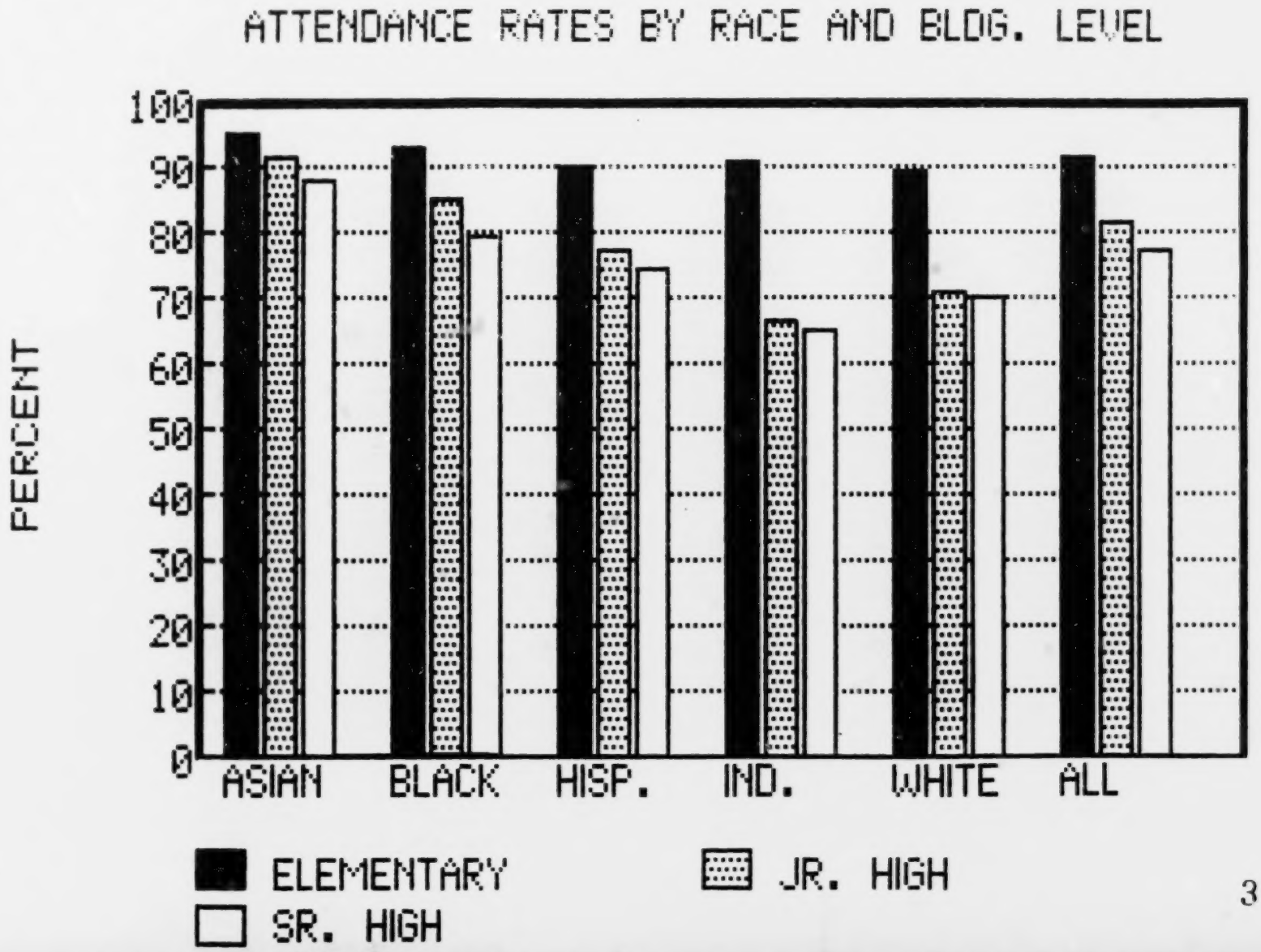

ATTENDANCE RATES BY RACE AND BLDG. LEVEL
PERCENT
100
90
80
70
60
50
40
30
20
10
0
ASIAN
BLACK
HISP.
IND.
WHITE
ALL
ELEMENTARY
JR. HIGH
SR. HIGH

Table 2

1985-1986 Attendance Rates* in the
Cleveland City Schools by Race and by Building Level

Building Level	Race Group					
	Asian	Black	White	Hispanic	Native American	All Students
Elementary (1-6)	95.64	93.02	89.81	90.59	91.31	92.10
Junior High (7-9)	91.79	85.55	70.97	77.22	66.70	81.49
Senior High (10-12)	88.29	79.71	70.67	74.50	65.24	77.52
All Grades (1-12)	93.42	88.41	80.21	83.66	80.31	86.15

*These rates are based on a 1985-1986 average daily membership rate of 73,805.66.

took the districtwide reading test in the spring of 1985 and in the spring of 1986. This means that many of the highly mobile students (in terms of moving in and out of the school district during the year) will be excluded from these analyses, as well as will those students who were not tested in reading for two years in a row (primarily due to absence). The average attendance rates of the 51,005 students who were enrolled during 1985-1986 for at least 135 days in the Cleveland City School District were higher than for the unadjusted total student population: 93.16% for elementary students, 86.08% for junior high school students, 84.53% for senior high school students, and 90.03% for students in special schools. This resulted in a districtwide average attendance rate for all students in all schools of 89.93%, a rate almost four percentage points higher than that for the total group of all students.

Comparing Top and Bottom Attendance Rate Students

The section following this section will contrast top and bottom attendance rate secondary schools, in an effort to focus in on school district units and structures, with an eye towards solutions organized along those lines. This current section will present similar analyses organized according to student type (high and low attendance rate) and selected student variables. An almost comparable number of qualified students (enrolled in the Cleveland City School District a minimum of 135 days during 1985-1986) had an

average daily attendance rate at or above 93.33% (26,110) as below it (25,045). These high and low attendance rate students in all buildings and at all grade levels 1-12 were compared and contrasted. The high attendance rate students, in contrast to the low attendance rate students had:

- An average daily attendance rate of 97.2% vs. 82.0% ($p < .001$)
- An average not tardy rate of 98.6% vs. 96.2% ($p < .001$)
- An average start-of-year reading comprehension score of 52.1 NCE vs. 47.9 NCE ($p < .001$)
- An average end-of-year reading comprehension score of 52.5 NCE vs. 48.7 NCE ($p < .001$)
- An average full-year reading comprehension change score of +.03 NCE vs. -.38 NCE ($p < .01$)
- An average start-of-year reading vocabulary score of 55.4 NCE vs. 51.8 NCE ($p < .001$)
- An average end-of-year reading vocabulary score of 55.8 NCE vs. 51.5 NCE ($p < .001$)
- An average full-year reading vocabulary change score of +.42 NCE vs. -.44 NCE ($p < .001$)
- An average age as of September 1985 of 12.34 years vs. 13.85 years ($p < .001$)--indicating a greater proportion of non-promotes (and therefore overaged) in the later group

These findings, as with those presented before, show the clear relationship between a high attendance rate and better academic achievement. However it is interesting to note that when organized according to high and low attendance rate students, the relationship to reading comprehension and vocabulary change (gains or losses) is not as strong as when the analyses are organized

according to high and low attendance rate schools. Although experimental controls are not rigorously in place so as to be able to, strictly speaking, draw inference of causality; these findings suggest that changes (gains or losses) in student academic achievement and attendance during a school year are more influenced by school climate and process (instructional, etc.) variables than by individual student factors. See Appendix A for greater statistical detail.

The proportion of students in the high attendance rate vs. low attendance rate subgroups varied from ethnic group to ethnic group. The Asians (or Pacific Islander) students had the highest proportion (79.1%) of their number in the high attendance rate student group of any racial group. Then came black students at 55.8%, native American students at 47.8%, Hispanic students at 38.0%, and white students at 36.5%. Proportionately less white students were in the high attendance rate student group than any other racial group. See Figure 6 and Table 3 for more graphic and statistical detail.

Within the top attendance rate group, the attendance rate was highest for Asians at 98.1% and lowest for whites at 96.9%. This difference is less than two and one-half days of absence a year, and by itself is probably not educationally significant. Within the top attendance rate student group the average age of the native American student at the beginning of the school year (September 30, 1986) was the youngest at eleven and one-third years, with the oldest being the Asian student at over twelve and

Figure 6

Percent of Each Racial Group in High and Low Attendance Rate Groups During 1985-1986

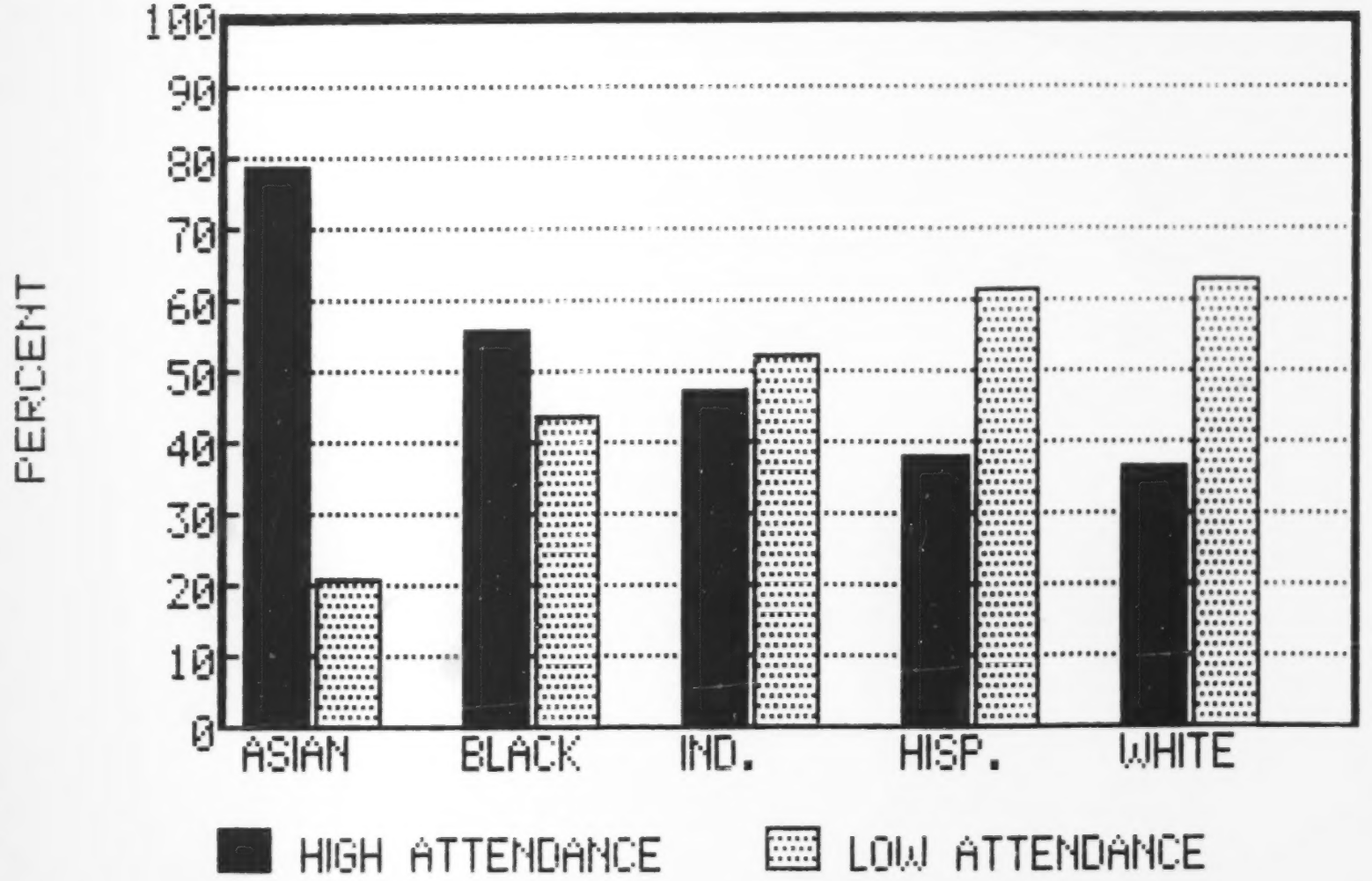


Table 3

Percent of Each Racial Group in High and Low Attendance Rate Groups in the Cleveland City School District During 1985-1986

	Number of All Students*	High Attendance Rate Students		Low Attendance Rate Students	
		#	%	#	%
Asian or Pacific Islander	316	250	79.1	66	20.9
Black	37,687	21,017	55.8	16,670	44.2
Native American	134	64	47.8	70	52.2
Hispanic	1,637	622	38.0	1,015	62.0
White	11,366	4,152	36.5	7,214	63.5

* This is the number of all students enrolled in the Cleveland City School District a minimum of 135 days during 1985-1986.

one-half years (the latter probably reflecting a lesser dropout rate for the older Asian students and possibly also a later initial entrance into formal schooling for them). In this top attendance rate group Asians also had the highest average reading comprehension posttest (58.9 NCE) and change (+1.66 NCE) scores, but fell in the middle with respect to reading vocabulary scores. Native American students in the high attendance rate student group had the highest average scores for reading vocabulary pretest (60.8 NCE) and posttest (62.2 NCE), and also had the highest average vocabulary gain score at 1.77 NCE. Black and Hispanic students had the lowest average pretest and posttest reading comprehension and vocabulary scores. Finally, every student racial group within the high attendance students population had an average pretest and posttest reading comprehension and vocabulary score above the national 50 NCE average (51.3 NCE to 62.2 NCE). This, then, becomes another way of confirming the positive relationship between good attendance and high achievement.

Among the low attendance rate race based subgroups the Asian students again had the highest average daily attendance rate (84.6%). The white students had the lowest at (78.8%), followed by native Americans at 79.3%. This difference of nearly six percentage points (5.8%) between the attendance rates of Asian and white students translates into over ten (10.4) additional days that these white students were absent during the 1985-1986 school year. This is most likely of educational significance, especially when the end result of all absences for these white students exceeds

four out of every five days that school was in session during 1985-1986. Correspondingly, it is not surprising to find in this low attendance rate group that the average Asian student has one of the two best average reading comprehension (+2.05 NCE) change scores and has the best average vocabulary (+2.30 NCE) change score, while the white students have one of the two worst (-.48 NCE) for the 1985-1986 school year. Interestingly, the average age of the Asian student is 14.1 years and that of the white student is 13.4 years within the low attendance rate student group. As with the high attendance rate student group, Black and Hispanic students in this low attendance rate student population had the lowest average pretest and posttest reading comprehension and vocabulary scores, as well as the lowest average vocabulary change score (and also the lowest reading comprehension change score for Hispanics). Blacks and Hispanics were the only race groups with posttest scores averaging below 50 NCE within the population of students who were enrolled a minimum of 135 days in the Cleveland City Schools during 1985-1986. For more statistical detail see Table 4.

Comparing High and Low Attendance Rate Secondary Schools

Secondary schools have a significantly poorer average daily student attendance rate than do elementary schools, with the lowest rate occurring at grade ten (and for white and native American males) and the greatest grade to grade decline occurring between grades six and seven. These attendance rate patterns have

Table 4

A Comparison of High Attendance Rate Students with Low Attendance Rate Students in the Cleveland Public Schools for 1985-1986

	Annual Attendance Rate (%)		Percent Days Not Tardy	Mean Pretest Reading Comprehension NCE Score	Mean Posttest Reading Comprehension NCE Score	Mean 85-86 Reading Comprehension Change Score*	Mean Pretest Reading Vocabulary NCE Score	Mean Posttest Reading Vocabulary NCE Score	Mean 85-86 Reading Vocabulary Change Score*	Mean Age on 9/30/86
High Attendance Rate Students	97.2	(26,105)	98.6	52.1	52.5	-.02	55.4	55.8	+.46	12.3
Asian or Pacific Islanders	98.1	(250)	99.2	56.5	58.9	+1.66	59.2	60.2	+.75	12.5
Black	97.2	(21,017)	98.5	51.3	51.6	-.05	54.6	55.1	+.45	12.4
Hispanic	97.0	(622)	98.9	52.5	52.9	+.03	53.9	55.4	+1.04	12.6
American Indian or Eskimo	97.3	(64)	98.9	57.8	56.1	-1.67	60.8	62.2	+1.77	11.3
White	96.9	(4,152)	99.1	55.8	56.7	+.32	59.4	59.2	+.12	11.8
Low Attendance Rate Students	82.0	(25,035)	96.2	47.9	48.7	-.38	51.8	51.5	-.44	13.9
Asian or Pacific Islanders	84.6	(66)	95.7	50.3	53.2	+2.05	53.4	56.8	+2.30	14.1
Black	83.4	(16,670)	95.7	46.2	47.0	-.32	50.2	49.9	-.55	14.0
Hispanic	81.0	(1,015)	97.3	47.3	47.8	-1.03	50.1	49.5	-.72	13.8
American Indian or Eskimo	79.3	(70)	97.4	48.5	51.7	+3.00	52.4	53.4	+1.39	13.84
White	78.8	(7,214)	97.3	51.9	52.7	-.48	56.0	55.6	-.20	13.4
Entire Student Population	89.7	(51,140)	97.4	50.1	50.8	-.16	53.9	53.9	+.02	13.1

* This is computed by subtracting the pretest NCE score from the posttest NCE score, and so necessarily reflects only those students having both scores.

persisted since at least the late 1970's. Clearly, then, the most immediate and direct attendance rate concerns are at the secondary level schools in the Cleveland School District: regular junior high schools; regular senior high schools; and special schools, which are comprised primarily of grades 9-12. In order to obtain a closer look at the attendance problem at the secondary school level, the secondary schools were ranked according to their 1984-1985 attendance rate, by each of these three types of secondary schools. The high third and low third attendance rate schools were identified within each of the three categories of secondary schools. The top third attendance rate schools were then compared to the bottom third attendance rate schools with respect to selected variables of interest.

The average daily attendance rate of the qualified students (those enrolled during 1985-1986 for a minimum of 135 days in the Cleveland City Schools) in the high attendance rate secondary schools (8,331) was 89.45% in contrast to 82.37% for those in the low attendance rate secondary schools (7,783). This is an attendance rate difference of over seven percent. The students in the high attendance rate schools (8,331) were also not tardy for 96.04% of the days they were enrolled, almost a one-half percent improvement ($p < .001$) over those students in the low attendance rate schools (7,783), which was 95.57%. Average normal curve equivalent (NCE) end-of-year reading comprehension and reading vocabulary scores for the students in high (7,558) and low (6,244) attendance rate schools were 52.0 NCEs vs. 44.9 NCEs

($p < .001$) and 56.7 NCEs vs. 47.7 NCEs ($p < .001$), respectively. The difference between high and low attendance rate secondary schools with respect to both average reading comprehension and average reading vocabulary scores exceeded six percentage points. This magnitude of difference is both educationally as well as statistically significant.

Even more noteworthy from the point of view of school educational process outcomes are the changes (gains or losses) in these standardized student scores over the period of the 1985-1986 school year. For the high attendance rate secondary schools (7,557) the average student lost an average of .25 of an NCE, while those in the low attendance rate schools (6,244) lost an average of 1.13 of an NCE with respect to reading comprehension scores. Results were similar with respect to average reading vocabulary change scores: an average of +1.18 NCEs for those in the high attendance rate secondary schools (7,553), in contrast to a -1.33 of an NCE for those students in the low attendance rate schools (6,243). These results are of educational as well as statistical significance ($p < .001$), particularly if the over one NCE difference is projected for each of the six minimum years a student attends a secondary school. This is a reasonable projection when recalling that overall difference in both reading comprehension and vocabulary scores between high and low attendance rate secondary schools exceeds six NCEs. Results like these confirm, as have all similar past studies, that there is a very strong relationship between attendance and achievement. Other

prior research has also concluded that those who spend more meaningful time on task will achieve at a higher level, and that those who experience and perceive school as a meaningful and worthwhile experience will, by choice, attend more frequently and with a higher level of productive interest. The findings of this present study are consistent with these prior conclusions.

Finally, the issue of the relationship between not only attendance and achievement but also attendance and grade promotion deserves mentioning. Of the five racial groups, the Asian American students have the highest achievement scores, and also have the highest attendance rate. But those who don't attend as well achieve at a lower level. And those whose attendance and achievement is at too low a level are not promoted from one grade to the next, with those who have not been promoted being consequentially older than the other students in their class. Ultimately, those who are non-promoted will tend to drop out of school, primarily for the reasons of being overaged and not succeeding in school. The important relationship of low achievement and attendance to non-promotion and being overaged (and at risk of dropping out) is revealed indirectly through the following finding: as of September 30, 1986, the average age of those in the high attendance rate secondary schools (9,390) was 15.72 years old, in contrast to 16.07 years old in the low attendance rate schools (8,733)--an average difference of over one-third year in age. See Appendix B for more statistical detail.

Comparing those students in high attendance rate secondary schools to those in low attendance rate schools, race by race, produced some interesting findings. In both types of schools Asian or Pacific Islanders had the best attendance rates, one of the two best average reading comprehension posttest and gain (change) scores, and one of the two best average reading vocabulary gain scores. In contrast, white and native American students had the worst attendance rates in both types of schools. Asian American and native American groups were the only two race groups with positive reading comprehension change scores for 1985-1986. Table 5 gives additional race by race statistics for students in high and low attendance rate secondary schools.

Other Related Issues and Clarifications

The topic of the relationship between the attendance rate and the dropout rate deserves further expansion. Few students abruptly drop out of school without some prior indicators such as poor attendance and poor academic performance. Of those who enter the Cleveland Public schools in the first grade, approximately one-half can currently be expected to drop out before graduation from high school. Since less than one percent drop out in grades K through 6, nearly half of those entering seventh grade will drop out of school before graduating. Because over three-fourths (2,232 of 2,935 for 76.0% in 1985-1986; See Table 6) of all dropouts do so for the reason of being overage, the dropout problem probably begins in the first grade a student is retained. This first grade

Table 5

A Comparison of Students in the High Third Attendance Rate Secondary Schools with Students in the Low Third Attendance Rate Secondary Schools in the Cleveland City Schools for 1985-1986

	Annual Attendance Rate (%)		Percent Days Not Tardy	Mean Pretest Reading Comprehension NCE Score	Mean Posttest Reading Comprehension NCE Score	Mean 85-86 Reading Comprehension Change Score*	Mean Pretest Reading Vocabulary NCE Score	Mean Posttest Reading Vocabulary NCE Score	Mean 85-86 Reading Vocabulary Change Score*	Mean Age on 9/30/86
Students in High Attendance Rate Schools	**89.4**	**(8,331)**	**96.0**	**51.4**	**52.0**	**-.25**	**55.5**	**56.7**	**+1.18**	**15.7**
Asian or Pacific Islanders	93.4	(49)	96.0	57.0	58.1	+.63	59.1	62.4	+3.35	15.6
Black	90.9	(6,449)	95.9	50.1	50.7	-.22	54.4	55.7	+1.32	15.7
Hispanic	85.6	(174)	96.8	52.9	50.9	-2.47	55.3	54.5	-.76	15.4
White	84.2	(1,646)	96.6	55.6	57.3	-.18	60.0	60.7	+.68	15.7
American Indian or Eskimo	75.7	(13)	99.1	50.0	61.6	+4.44	55.4	62.1	+6.67	15.8
Students in Low Attendance Rate Schools	**82.4**	**(7,783)**	**95.6**	**44.9**	**44.9**	**-1.13**	**49.0**	**47.7**	**-1.33**	**16.1**
Asian or Pacific Islanders	92.4	(41)	97.0	49.8	51.0	+.86	45.3	49.2	+3.86	15.8
Black	85.0	(5,563)	96.4	43.5	43.6	-1.01	48.0	46.6	-1.39	16.1
Hispanic	80.9	(404)	96.8	43.1	43.2	-1.43	44.9	42.8	-2.04	16.3
White	74.4	(1,758)	96.0	49.3	49.6	-1.60	53.6	52.4	-1.13	16.0
American Indian or Eskimo	80.3	(17)	92.7	50.5	52.7	+2.83	49.0	52.2	+3.17	17.3
Entire Student Population	**86.0**	**(22,893)**	**95.8**	**47.3**	**47.9**	**-.47**	**51.6**	**51.3**	**-.33**	**16.1**

* This is computed by subtracting the pretest NCE score from the posttest NCE score, and so necessarily reflects only those students having both scores.

Table 6

STUDENT MEMBERSHIP, ATTENDANCE, AND DROPOUT REPORT FOR ACADEMIC YEAR 1985-1986 IN THE CLEVELAND PUBLIC SCHOOLS*
Grade Level (with Head Count and Percent of Grade)

Reason	K		1		2		3		4		5		6		7		8		9		10		11		12		7-12		K-12	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Adult Ed.**																	4	.1	21	.3	16	.3	3	.1	3	.1	47	.1	47	.1
Work Study**															1	.0	27	.4	48	.7	24	.4	10	.2			110	.3	110	.1
Work Permit															1	.0	16	.3	60	.9	53	.9	25	.6	2	.1	157	.5	157	.2
Overage							1	.0							7	.1	25	.4	227	3.5	686	11.9	708	16.2	578	16.6	2231	6.9	2232	3.0
Pregnancy													2	.0	7	.1	13	.2	42	.6	38	.7	24	.6	16	.5	140	.4	142	.2
Armed Forces																			1	.0	3	.1	6	.1	11	.3	21	.1	21	.0
Temp. Excuse			2	.0	2	.0	1	.0	1	.0	2	.0			2	.0	8	.1	16	.2	10	.2	3	.1	1	.0	40	.1	48	.1
Expul.																					1	.0			1	.0	2	.0	2	.0
Marriage																	6	.1	5	.1	6	.1	8	.2	2	.1	27	.1	27	.0
Lost to System***	2	.0	11	.2	5	.1			5	.1	5	.1	1	.0	4	.1	14	.2	24	.4	21	.4	7	.2	1	.0	71	2.2	98	.1
Job Corps																	7	.1	20	.3	16	.3	6	.1	1	.0	50	.2	50	.1
Other																			1	.0							1	.0	1	.0
Total****	2	.0	13	.2	7	.1	2	.0	6	.1	7	.1	3	.1	22	.4	120	1.9	465	7.2	874	15.2	800	18.4	616	17.7	2897	8.9	2935	4.0
A.D.M.	6439		7221		6195		5681		5483		5295		5089		6061		6254		6474		5768		4358		3487		32402		73806	
A.D.A.	5769	89.6	6570	91.0	5745	92.7	5292	93.2	5033	91.8	4880	92.2	4676	91.9	4981	82.2	5015	80.2	4949	76.5	4364	75.7	3431	78.7	2879	82.6	25619	79.1	63585	86.2

* This report has been prepared utilizing data from the SJ606C report containing average daily membership (A.D.M.) and average daily attendance (A.D.A.) data by numbers and percents dated June 26, 1986; and from a special annual report containing dropout data by reason and grade and dated June 27, 1986. Both are kept on file in the Department of Research and Analysis, Cleveland Public Schools.

** "Adult education" and "work study" are valid reasons for withdrawing from the school system and transferring into another educational program, and are therefore not considered as dropout indicators either by the State of Ohio or by the Cleveland Public Schools if the student, in fact, does enter and maintain enrollment in either of these programs. Those listed here as dropouts under those reasons are students who gave adult education or work study as exit reasons but who, upon follow-up, have not actually maintained enrollment in these programs as they had indicated. Unlike the other dropout reasons listed, adult education and work study involve certified educational programs, and would therefore be considered a continuation of the students' education leading to a high school diploma.

*** A student is categorized as "lost to system" if an attendance worker, upon checking out his/her continuing and sustained absence, is unable to locate the child or guardian to determine his/her whereabouts and reason for absence. His/her continuing absence and reason for dropping out is therefore unknown. He/she is simply lost to the system. Once a student is categorized as "lost to the system," that student is seldom deleted as a dropout for that reason because there is no provision for it in the record-keeping process--even if that student is re-enrolled in the system at a later date.

**** The absentee problem as well as the dropout rate is much more severe in the residential school and non-attendee "school" than in any of the schools designated as part of one of the six geographic/organizational clusters. And these are included in the system-wide summary figures. Furthermore, only four of the thirteen residential schools/home instruction centers have their student data incorporated into the Cleveland Public Schools data base. Although the thirteen residential homes accommodate children with special medical (orthopedic, etc.) and psychiatric, as well as delinquency problems and needs, the majority of the students in the four schools which enter student data into the Cleveland Public Schools data base are of the third type. And these students with delinquency problems are among the most likely to have the highest absentee and dropout rate. However, there are less than 200 of them.

of non-promotion is typically in elementary school, and is caused primarily by the student's inability to perform at grade level. Typically, lack of subject matter success in school is followed by increasing absenteeism. And the more a child is absent, the more likely that same student's academic achievement will fall off further. Thus, a vicious downward spiral is set in motion. Finally, the child drops out of school altogether when he/she becomes sufficiently discouraged or overage. These facts and dynamics again raise the issue of whether or not a policy of social promotion might, on balance, be a justifiable partial solution to the dropout problem, as well as to related achievement and promotion issues and policy concerns. If not social promotion, or a variation of it, then an expanded and enhanced summer school program might be a significant part of the solution for keeping students at grade level.

Average reading scores and other academic indicators presented in this report of necessity reflect information only on students who were present when the data was collected. Average scores, therefore, do no include those of dropouts or of the chronic truants who could not be tested. Those for whom districtwide reading comprehension scores were not obtained in the 1985-1986 school year were 19.7 percent (12,508 out of 63,434) overall, 10.4 percent (3,401 out of 32,827) at the elementary school level, 28.3 percent at the junior high level (5,035 out of 17,762), and 31.7 percent (4,072 out of 12,845) at the senior high school level. See Table 7 for more statistical detail. These student data omissions almost certainly inflate the average scores

Table 7

1985-1986 ENROLLMENT AND NUMBER OF STUDENTS NOT TESTED

Grade/ Building Level	Average Daily Membership*			Number of Students Not Tested in Spring, 1986**			Percent Not Tested		
	Black	White	Combined	Black	White	Combined	Black	White	Combined
1	4,912	1,858	6,770	325	262	587	6.6	14.1	8.7
2	4,209	1,612	5,821	356	204	560	8.5	12.7	9.6
3	3,937	1,393	5,330	322	169	491	8.2	12.1	9.2
4	3,730	1,419	5,149	346	238	584	9.3	16.8	11.3
5	3,639	1,341	4,980	346	227	573	9.5	16.9	11.5
6	3,443	1,334	4,777	389	228	617	11.3	17.1	12.9
Tot.Elem.	23,870	8,957	32,827	2,084	1,328	3,412	8.7	14.8	10.4
7	4,020	1,675	5,695	728	647	1,375	18.1	38.6	24.1
8	4,340	1,578	5,918	908	651	1,559	21.0	41.3	26.3
9	4,423	1,726	6,149	1,238	863	2,101	28.0	50.0	34.2
J.H.Total	12,783	4,979	17,762	2,874	2,161	5,035	22.5	43.4	28.3
10	4,082	1,345	5,427	1,271	581	1,852	31.1	43.2	34.1
11	3,251	883	4,134	1,016	331	1,347	31.3	37.5	32.6
12	2,624	660	3,284	665	200	865	25.3	30.3	26.3
S.H.Total	9,957	2,888	12,845	2,952	1,112	4,064	29.6	38.5	31.6
All Grades	46,610	16,824	63,434	7,910	4,601	12,511	17.0	27.3	19.7

* These totals are taken from the Pupil Average Daily Attendance and Percentage of Attendance Report (using the corrected 1985-1986 OCCD-5 report of June 26, 1986), and include Lau and Special Education students.

** The city-wide testing program does not include some of the Lau and Special Education students.

obtained. Although these considerations also affect other school districts, the impact of such score exclusions on districtwide averages depends on the severity of the dropout and attendance problems, which are significant in Cleveland. A careful review of Table 7 reveals that a much greater proportion of whites are not tested than blacks. In grades nine and ten, for example, nearly one-half of all white students are not tested, compared to less than one-third of all blacks not tested. Also occurring in grades nine and ten are the worst average daily attendance rates, as well as high dropout rates. Since poor attendance as a general rule is highly related to poor academic achievement, it is reasonable to conclude that those for whom test scores were not available because of poor attendance have a much lower academic achievement level than do those students who came to school and were in fact tested. Moreover, since the overall rate of those students not tested is over 60% greater for whites than for blacks (27.3% vs. 17.0%), it can be inferred that the resulting average reading scores for whites is disproportionately inflated through such omissions. This is both good and bad news. The good news is that black students as a group--were all students of all races included in the test data--most likely are not as disparate from white students in reading achievement as the partial data base has suggested. The bad news, however, is obvious. Were all of the non-tested students somehow measured and included in the data, the overall districtwide test results would be less favorable for the school district as a whole compared to national norms.

CONCLUSIONS

Good school attendance is one of the indicators of satisfactory school adjustment, but it does not fluctuate by itself. The review of the literature as well as analysis of our own student data over a number of years confirms that poor attendance is significantly related to poor academic achievement, as well as a high risk of being nonpromoted and eventually dropping out of school prior to graduation. A sustained interest in coming to school will translate into better attendance and achievement. Good attendance will increase the likelihood of academic success, just as academic success will translate into a desire to come to school and continue to succeed. The process, then, is clearly interactive. Those who come to school faithfully, are motivated to learn, and in fact do achieve are clearly most likely to be promoted and ultimately graduate. These are the basic and consistent findings which apply to all students. This suggests that school building attendance improvement plans use these basic indicators to identify the most "at risk" students for targeting with special attendance improvement interventions. It also suggests that strategies which will be most likely to have a long term impact will include positive motivators to not only attend school but to do well academically. Virtually all students will do better in the attendance and academic skill areas with greater

encouragement from teachers and parents. The school has a responsibility in affirmatively planning for this to happen.

APPENDIX A

T - T E S T

GROUP 1 - ATENDPCT GE 93.33
GROUP 2 - ATENDPCT LT 93.33

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
P2NCE	PRE T--CTBS COMPREHSN NCE												
	GROUP 1	26103	52.1042	16.625	0.103	1.03	0.033	28.23	51138	0.000	28.23	50983.73	0.000
	GROUP 2	25037	47.9244	16.848	0.106								
P1NCE	PRE T CTBS VOCABULRY NCE												
	GROUP 1	21900	55.3838	17.716	0.120	1.01	0.293	20.28	40475	0.000	20.26	39310.27	0.000
	GROUP 2	18577	51.7887	17.847	0.131								
ATENDPCT	PCT.ENROLLED DAYS STU.ATTENDED--MIN.135												
	GROUP 1	26110	97.1881	1.880	0.012	62.66	0.0	163.83	51153	0.000	160.56	25810.86	0.000
	GROUP 2	25045	81.9759	14.881	0.094								
TARDYPCT	PCT.ENROLLED DAYS STU.NOT TARDY--MIN.135												
	GROUP 1	26110	98.5814	3.276	0.020	4.25	0.0	51.02	51153	0.000	50.36	35868.86	0.000
	GROUP 2	25045	96.2016	6.755	0.043								
T2NCE	POST T--CTBS COMPREHSION NCE %TILE SCR												
	GROUP 1	25262	52.4945	15.881	0.100	1.06	0.000	25.51	46080	0.000	25.45	43946.35	0.000
	GROUP 2	20820	48.6551	16.313	0.113								
D2NCE	GAIN OR LOSS--CTBS COMPREHENSION NCE												
	GROUP 1	25255	0.0262	15.136	0.095	1.03	0.037	2.85	46068	0.004	2.85	44168.50	0.004
	GROUP 2	20815	-0.3808	15.346	0.106								
T1NCE	POST T CTBS VOCABULRY NCE												
	GROUP 1	24906	55.8134	17.874	0.113	1.00	0.760	25.45	45368	0.000	25.44	43643.40	0.000
	GROUP 2	20464	51.5176	17.910	0.125								
D1NCE	GAIN OR LOSS--CTBS VOCABULARY NCE												
	GROUP 1	21897	0.4200	16.924	0.114	1.12	0.000	5.25	40465	0.000	5.27	40011.06	0.000
	GROUP 2	18570	-0.4431	15.963	0.117								

- T - T E S T -

GROUP 1 - ATENDPCT GE 93.33
GROUP 2 - ATENDPCT LT 93.33

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	POOLED VARIANCE ESTIMATE DEGREES OF FREEDOM	POOLED VARIANCE ESTIMATE 2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	SEPARATE VARIANCE ESTIMATE DEGREES OF FREEDOM	SEPARATE VARIANCE ESTIMATE 2-TAIL PROB.
AGE9308												
GROUP 1	26110	11.3393	2.895	0.018	1.22	0.0	-56.24	51153	0.000	-56.12	50168.63	0.000
GROUP 2	25045	13.8545	3.196	0.020								

APPENDIX A (CONTINUED)

APPENDIX B

DESCRIPTION OF SUBPOPULATIONS

CRITERION VARIABLE AGE93086
BROKEN DOWN BY ATSCHGRP HI=1 MID=2 & LO=3 ATTEND.RATE SCH.GROUPS
BY RACE RACE OF STUDENT 1=I 2=W 3=B 4=O 5=H

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
FOR ENTIRE POPULATION			389413.8140	16.0883	1.8504	3.4242	(25809)
ATSCHGRP	1	HI ATENDRATE SCH	138195.9855	15.7236	1.9159	3.6708	(9386)
RACE	1	AMER IND OR ESKIMO	252.4019	15.8472	1.9052	3.6298	(17)
RACE	2	WHITE-NOT OF HISP OR	29313.7658	15.7231	1.8847	3.5520	(1991)
RACE	3	BLACK-NOT OF HISP OR	104967.9935	15.7323	1.9134	3.6612	(7125)
RACE	4	ASIAN OR PAC ISLNDR	890.5735	15.5996	2.2894	5.2414	(61)
RACE	5	HISPANIC	2771.2510	15.4336	2.1820	4.7612	(192)
ATSCHGRP	2	MID ATENRATE SCH	119662.3192	16.5587	1.7700	3.1329	(7691)
RACE	1	AMER IND OR ESKIMO	113.3079	16.1868	1.4453	2.0890	(7)
RACE	2	WHITE-NOT OF HISP OR	22830.2557	16.4154	1.7307	2.9954	(1481)
RACE	3	BLACK-NOT OF HISP OR	92564.5795	16.5885	1.7733	3.1445	(5938)
RACE	4	ASIAN OR PAC ISLNDR	790.1798	16.8036	2.3120	5.3454	(50)
RACE	5	HISPANIC	3363.9963	16.6465	1.7730	3.1434	(215)
ATSCHGRP	3	LO ATENDRATE SCH	131555.5092	16.0659	1.7544	3.0779	(8732)
RACE	1	AMER IND OR ESKIMO	309.5486	16.2920	1.9461	3.7872	(19)
RACE	2	WHITE-NOT OF HISP OR	30910.1524	15.9904	1.7222	2.9660	(2062)
RACE	3	BLACK-NOT OF HISP OR	92587.4722	16.0745	1.7534	3.0744	(6142)
RACE	4	ASIAN OR PAC ISLNDR	756.9329	15.8418	2.2267	4.9583	(51)
RACE	5	HISPANIC	6991.4032	16.2651	1.8133	3.2882	(458)

TOTAL CASES = 59850
MISSING CASES = 34041 OR 56.9 PCT.

CRITERION VARIABLE AGE9308$

- A N A L Y S I S O F V A R I A N C E -

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	SUM OF SQ	N
ATSCHGRP	1	HI ATENDRATE SCH	138195.9855	16.7236	1.9159	34450.5945	(9386)
ATSCHGRP	2	MID ATENRATE SCH	119662.3192	16.5587	1.7700	24092.0544	(7691)
ATSCHGRP	3	LO ATENDRATE SCH	131555.5092	16.0659	1.7544	26873.1797	(8732)
	WITHIN GROUPS TOTAL		389413.8140	16.0883	1.8193	85415.8285	(25809)

APPENDIX B (CONTINUED)

ANALYSIS OF VARIANCE

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIG.
BETWEEN GROUPS	2954.743	2	1477.372	446.346	0.0000
LINEARITY	575.384	1	575.384	173.836	0.0
DEV. FROM LINEARITY	2379.360	1	2379.360	718.857	0.0000
	R = 0.0807	R SQUARED = 0.0065			
WITHIN GROUPS	85415.829	25806	3.310		
	ETA = 0.1829	ETA SQUARED = 0.0334			

APPENDIX C

- - - -

BOARD OF EDUCATION-CLEVELAND CITY SCHOOL DISTRICT PAGE 922
85-86 DISCREPANT READING STUDY--ANALYSIS BY JIM ZAFIRAU, PH.D.
FILE PRPSTAPR (CREATION DATE = 01/27/87) 1984-85 PREG1985-86 POST CTBS READING WITH 1985-86 APK

- T - T E S T -

GROUP 1 - ATTENDGP EQ 1. High Attendance Rate Students
GROUP 2 - ATTENDGP EQ 2. Low Attendance Rate Students

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	POOLED VARIANCE ESTIMATE DEGREES OF FREEDOM	POOLED VARIANCE ESTIMATE 2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	SEPARATE VARIANCE ESTIMATE DEGREES OF FREEDOM	SEPARATE VARIANCE ESTIMATE 2-TAIL PROB.
AGE93086												
GROUP 1	26110	12.3393	2.895	0.018	1.22	0.0	-56.24	51153	0.000	-56.12	50168.63	0.000
GROUP 2	25045	13.8545	3.196	0.020								

APPENDIX C (CONTINUED)

APPENDIX D

T - T E S T

GROUP 1 - ATSCHGRP EQ 1. High Attendance Rate Secondary Schools (Top Third)
GROUP 2 - ATSCHGRP EQ 3. Low Attendance Rate Secondary Schools (Bottom third)

VARIABLE		NUMBER OF students	MEAN	STANDARD DEVIATION	STANDARD ERROR	POOLED VARIANCE ESTIMATE F VALUE	POOLED VARIANCE ESTIMATE 2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	POOLED VARIANCE ESTIMATE DEGREES OF FREEDOM	POOLED VARIANCE ESTIMATE 2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	SEPARATE VARIANCE ESTIMATE DEGREES OF FREEDOM	SEPARATE VARIANCE ESTIMATE 2-TAIL PROB.
P2NCE	PRE T--CTBS COMPREHSN NCE												
	GROUP 1	9141	50.3485	16.548	0.173	1.15	0.000	21.72	18312	0.000	21.72	18218.45	0.000
	GROUP 2	9173	45.2091	15.456	0.161								
P1NCE	PRE T CTBS VOCABULRY NCE												
	GROUP 1	7292	54.9435	17.953	0.210	1.08	0.002	19.09	14071	0.000	19.11	14053.28	0.000
	GROUP 2	6781	49.2631	17.298	0.210								
ATENDPCT	PCT.ENROLLED DAYS STU.ATTENDED--MIN.135												
	GROUP 1	8082	89.4718	11.967	0.133	2.10	0.0	27.39	16203	0.000	27.41	14427.55	0.000
	GROUP 2	8123	83.0552	17.355	0.193								
TARDYPCT	PCT.ENROLLED DAYS STU.NOT TARDY--MIN.135												
	GROUP 1	8082	95.7914	7.323	0.081	1.12	0.000	5.48	16203	0.000	5.48	16163.66	0.000
	GROUP 2	8123	95.1429	7.733	0.086								
T2NCE	POST T--CTBS COMPREHSION NCE %TILE SCR												
	GROUP 1	7293	51.5847	15.822	0.185	1.09	0.000	24.12	14072	0.000	24.16	14060.83	0.000
	GROUP 2	6781	45.2812	15.132	0.184								
D2NCE	GAIN OR LESS--CTBS COMPREHENSION NCE												
	GROUP 1	7292	0.2313	13.156	0.154	1.01	0.683	4.33	14071	0.000	4.33	13986.90	0.000
	GROUP 2	6781	-0.7318	13.220	0.161								
T1NCE	POST T CTBS VOCABULRY NCE												
	GROUP 1	7290	56.0152	18.466	0.216	1.13	0.000	27.14	14068	0.000	27.20	14066.03	0.000
	GROUP 2	6780	47.7966	17.378	0.211								
D1NCE	GAIN OR LESS--CTBS VOCABULARY NCE												
	GROUP 1	7289	1.0760	15.369	0.180	1.13	0.000	10.05	14067	0.000	10.07	14054.70	0.000
	GROUP 2	6780	-1.4591	14.480	0.176								

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APPENDIX E

DESCRIPTION OF SUBPOPULATIONS

CRITERION VARIABLE ATENDPCT PCT.ENROLLED DAYS STU.ATTENDED--MIN.135
BROKEN DOWN BY CSCHLEV
BY TSCHNO POST-T --SCHOOL NUMBER

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
FOR ENTIRE POPULATION			4586878.2953	89.9300	12.3292	152.0086	(51005)
CSCHLEV	3	PUBLIC ELEMENTARY	2618368.4979	93.1572	7.4026	54.7980	(28107)
TSCHNO	851	016 A.J.RICKOFFK4-06	24446.7741	93.6658	6.7966	46.1943	(261)
TSCHNO	852	020 ANTHO.WAYNEK4-06	41286.9223	93.1985	7.5402	56.8540	(443)
TSCHNO	853	023 ARTEMU WARDK4-06	20249.9652	93.3178	8.5704	73.4520	(217)
TSCHNO	854	036 B.FRANKLIN K4-06	60477.7449	92.0514	9.2985	86.4628	(657)
TSCHNO	855	064 BUHRER K4-06	31498.9250	93.7468	8.0674	65.0826	(336)
TSCHNO	856	088 CLARK K4-06	33586.1031	93.5546	6.2420	38.9621	(359)
TSCHNO	857	107 CPANWOOD K4-06	27287.1565	95.7444	4.9578	24.5793	(285)
TSCHNO	858	109 D.E.MORGAN K4-06	29919.8078	92.0609	9.2057	84.7455	(325)
TSCHNO	859	165 E.B.DESAUZEK4-06	10274.8025	95.1371	4.7590	22.6485	(108)
TSCHNO	860	171 F.H.PARKWAYK4-06	37433.3069	93.8178	7.1121	50.5819	(399)
TSCHNO	861	184 FULLERTON K4-06	31477.1784	92.3084	8.5330	72.8113	(341)
TSCHNO	862	188 GARFIELD K4-06	19474.5297	94.0799	4.8702	23.7187	(207)
TSCHNO	863	198 G.W. CARVERK4-06	23952.4194	90.7289	10.3591	107.3113	(264)
TSCHNO	864	224 GORDON K4-06	57351.1771	92.2045	8.8053	77.5325	(622)
TSCHNO	865	225 GRACEMOUNT K4-06	34710.3489	93.5589	7.6956	59.2228	(371)
TSCHNO	866	228 HALLE K4-06	40694.7241	91.8617	8.4760	71.8426	(443)
TSCHNO	867	301 KENTUCKY K4-06	28560.8562	91.8356	8.7497	76.5571	(311)
TSCHNO	868	345 M.A.IRELANDK4-06	27680.8063	89.8727	11.1084	123.3962	(308)
TSCHNO	869	347 M.B.MARTIN K4-06	45610.0155	91.9557	8.7030	75.7422	(496)
TSCHNO	870	350 M.M.BETHUNEK4-06	26127.9971	93.3143	7.4479	55.4713	(280)
TSCHNO	871	352 MCKINLEY K4-06	30947.1006	92.1045	7.0915	50.2891	(336)
TSCHNO	872	360 MEMPHIS K4-06	24248.8916	90.4809	9.6813	93.7285	(268)
TSCHNO	874	404 MT.PLEASANTK4-06	44953.2512	94.6384	6.3817	40.7262	(475)
TSCHNO	875	412 N.HANTHORNEK4-06	29540.2840	94.6804	5.0576	25.5797	(312)
TSCHNO	876	428 O.H.PERRY K4-06	48901.1106	93.1450	8.1207	65.9458	(525)
TSCHNO	877	436 ORCHARD K4-06	42257.4968	92.2653	9.2820	86.1556	(458)
TSCHNO	878	452 PAUL REVEREK4-06	67636.7879	93.8097	7.1396	50.9739	(721)
TSCHNO	879	525 STEP.E.HUWEK4-06	29419.8627	92.8071	7.8385	61.4425	(317)
TSCHNO	880	548 UNION K4-06	26612.0557	92.0832	7.0352	49.4945	(289)
TSCHNO	881	560 WALTON K4-06	40829.4813	92.7943	8.5779	73.5805	(440)
TSCHNO	882	572 WARNER K4-06	34702.7692	90.1371	9.4236	88.8046	(385)
TSCHNO	883	592 WATTERSONLKK4-06	55411.4412	92.0456	8.7001	75.6914	(602)
TSCHNO	884	004 A.STEVENSONK1-06	24186.5427	96.3607	3.7214	13.8489	(251)
TSCHNO	886	058 BROOKLAWN K1-06	35935.6871	95.0680	5.1014	26.0239	(378)
TSCHNO	887	068 CASE K1-06	44280.0619	94.4138	5.7416	32.9664	(469)
TSCHNO	888	079 C.H.LAKE K1-06	42003.5268	92.9282	6.8940	47.5270	(452)
TSCHNO	890	156 E.MADISON K1-06	26586.4679	91.6775	8.7022	75.7281	(290)
TSCHNO	891	168 EUCLID PARKK1-06	45190.5374	95.7427	4.6891	21.9879	(472)
TSCHNO	892	094 F.ED.CENTER 1-07	53184.4407	92.3341	6.9825	48.7559	(576)
TSCHNO	893	252 LONGFELLOW K1-06	32070.2046	94.6024	6.0528	36.6370	(339)
TSCHNO	894	297 R.W.CLEMENTK1-06	18966.0380	95.7881	5.1352	26.3707	(198)
TSCHNO	895	354 M.STERLING K1-06	33565.8816	92.9803	8.2588	68.2073	(361)
TSCHNO	896	372 MILES PARK K-06	34724.3553	93.5966	7.0228	49.3194	(371)
TSCHNO	897	486 ROB.FULTON K1-06	38565.5671	94.5234	5.3303	28.4119	(408)
TSCHNO	898	544 TREMONT K1-06	52211.6707	91.9220	7.1207	50.7050	(568)

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
TSCHNO	899	551 VERD.BROBSTK1-06	28991.5654	94.1285	5.5270	30.5478	(308)
TSCHNO	900	556 WADE PARK K1-06	49268.5433	93.6664	6.9623	48.4730	(526)
TSCHNO	901	621 WM.R.HARPERK1-06	36617.7245	93.4126	6.4047	41.0200	(392)
TSCHNO	902	605 WILLOW K1-06	18018.1500	93.3583	7.6622	58.7090	(193)
TSCHNO	903	308 LAFAYETTE K -06	47140.5688	93.3477	6.8835	47.3829	(505)
TSCHNO	904	003 A.A.BENESCHK1-03	17984.0063	92.7011	6.6362	44.0387	(194)
TSCHNO	905	012 ALMIRA K1-03	28774.5954	93.1217	5.4860	30.0959	(309)
TSCHNO	906	021 A.GRDINA K1-03	38628.6408	93.5318	7.2249	52.1991	(413)
TSCHNO	907	041 BOLTON K1-03	24727.6882	92.6131	8.0326	64.5229	(267)
TSCHNO	908	636 B.WOODLAND K1-03	26151.3402	93.3976	7.1264	50.7861	(280)
TSCHNO	909	065 CAPT.A.ROTHK1-03	27182.4012	94.0568	6.0819	36.9891	(289)
TSCHNO	910	077 C.DICKENS K1-03	30962.4947	93.2605	7.2066	51.9357	(332)
TSCHNO	911	081 CHARLES ORRK1-03	16278.8129	93.0218	6.7072	44.9868	(175)
TSCHNO	912	104 CORLETT K1-03	21903.2538	94.8193	5.0072	25.0719	(231)
TSCHNO	913	112 DENISON K1-03	39477.2453	94.8972	4.7561	22.6206	(416)
TSCHNO	914	124 DIKE K1-03	22756.4755	92.1315	8.7740	76.9839	(247)
TSCHNO	915	130 D.MACARTHURK1-03	6922.3118	93.5448	4.3478	18.9034	(74)
TSCHNO	916	148 EAST CLARK K1-03	12547.1309	94.3393	4.9356	24.3603	(133)
TSCHNO	917	200 GIDDINGS K1-03	18989.7521	91.2969	7.4050	54.8333	(208)
TSCHNO	918	240 HARVEY RICEK1-03	38437.3598	93.0687	7.1768	51.5069	(413)
TSCHNO	920	270 IOWA-MAPLE K1-03	25169.2266	93.9150	7.3432	53.9225	(268)
TSCHNO	921	294 JOHNW.RAPERK1-03	21047.3654	92.7197	7.8115	61.0189	(227)
TSCHNO	922	295 J.F.LANDIS K1-03	28754.1898	91.2831	7.6304	58.2235	(315)
TSCHNO	923	338 L.AGASSIZ K1-03	18822.8723	94.1144	5.1267	26.2830	(200)
TSCHNO	924	339 L.PASTEUR K1-03	32194.5110	93.0477	7.5616	57.1771	(346)
TSCHNO	925	353 M.C.SELTZERK1-03	35751.9279	93.1040	5.9859	35.8310	(384)
TSCHNO	926	368 MILES K1-03	23935.4867	93.8647	6.4540	41.6536	(255)
TSCHNO	927	376 M.STANDISH K1-03	36496.0158	93.1021	6.5887	43.4105	(392)
TSCHNO	928	388 M.CLEAVELANK1-03	26045.8060	95.0577	5.1877	26.9120	(274)
TSCHNO	929	396 MOUND K1-03	16076.8366	92.9297	6.6065	43.6458	(173)
TSCHNO	930	400 MT.AUBURN K1-03	19964.8057	93.7315	6.3874	40.7983	(213)
TSCHNO	931	451 P.L.DUNBAR K1-03	22330.1656	92.2734	7.7681	60.3429	(242)
TSCHNO	932	485 RIVERSIDE K1-03	12868.3435	92.5780	5.5892	31.2394	(139)
TSCHNO	933	487 R.G.JONES K1-03	7499.1520	94.9260	4.8347	23.3746	(79)
TSCHNO	934	500 SCRANTON K1-03	23977.3437	92.5766	6.9570	48.3995	(259)
TSCHNO	935	550 VALLEYVIEW K1-03	6810.9609	94.5967	4.4041	19.3959	(72)
TSCHNO	936	596 WAVERLY K1-03	33259.7032	92.3881	7.9490	63.1859	(360)
TSCHNO	937	622 WM.C.BRYANTK1-03	18353.0731	93.6381	8.3258	69.3198	(196)
TSCHNO	938	638 WOLAND HILLK1-03	33865.7935	93.2942	5.6035	31.3987	(363)
TSCHNO	939	256 HICKS CENTE K-03	14351.7822	95.0449	4.4171	19.5105	(151)
CSCHLEV	4	PUBLIC JUNIOR HS	991601.5164	86.0765	15.5849	242.8891	(11520)
TSCHNO	820	355 MARTIN L.KING7-9	41961.4618	88.7134	12.0506	145.2172	(473)
TSCHNO	821	005 A.B.HART 7-9	43424.5992	83.9934	15.2117	231.3957	(517)
TSCHNO	822	009 AL. HAMILTON 7-9	41169.4273	83.3389	17.0130	289.4406	(494)
TSCHNO	823	024 AUDUBON 7-9	50209.8982	82.7181	19.1329	366.0697	(607)
TSCHNO	824	068 C.F. SHULER 7-9	49363.1697	87.6788	12.8560	165.2772	(563)
TSCHNO	825	076 CENTRAL 7-9	43598.3257	80.2916	18.7420	351.2614	(543)
TSCHNO	826	080 C.A. MOONEY 7-9	50160.3977	85.8911	14.3465	205.8216	(584)
TSCHNO	827	078 C.W.ELIOT 7-9	33832.3024	88.1050	15.5574	242.0322	(384)
TSCHNO	828	090 C.E.WESTROPP 7-9	39552.3468	85.7968	13.5807	184.4355	(461)
TSCHNO	829	164 EMPIRE 7-9	39189.9058	84.0985	18.3742	337.6121	(466)
TSCHNO	830	172 F.D.ROOSEVELT7-9	33004.8665	85.9502	14.5623	212.0593	(384)
TSCHNO	831	233 H.E.DAVIS 7-9	36441.4036	89.7572	12.7789	163.3006	(406)

VARIABLE	CODE	VALUE LABEL		SUM	MEAN	STD DEV	VARIANCE	N
TSCHNO	832	328 LINCOLN	7-9	43138.2575	81.8563	19.1175	365.4793	(527)
TSCHNO	833	343 M. SPELLACY	7-8	61703.3465	89.1667	11.8598	140.6547	(692)
TSCHNO	835	411 NATHAN HALE	7-9	46678.3139	83.3541	16.3969	268.8589	(560)
TSCHNO	836	415 N.D. BAKER	7-9	30628.3718	87.2603	12.1813	148.3831	(351)
TSCHNO	837	448 PAT. HENRY	7-9	46166.5103	88.2725	15.9352	253.9307	(523)
TSCHNO	838	482 R. JAMISON	7-9	26897.9159	91.8018	9.6262	92.6631	(293)
TSCHNO	839	536 T.JEFFERSON	7-9	37449.5992	85.1127	15.8856	252.3517	(440)
TSCHNO	840	279 J.M.GALLAGHER	7-9	59877.6665	82.3627	19.1892	368.2242	(727)
TSCHNO	841	615 W. YOUNG	7-9	53768.1835	92.2267	7.7774	60.4873	(583)
TSCHNO	842	616 WILB.WRIGHT	7-9	60193.7288	88.7813	13.2267	174.9449	(678)
TSCHNO	844	624 WILLSON	7-9	23191.5178	87.8467	15.2907	233.8052	(264)
CSCHLEV	5	PUBLIC SENIOR HS		729328.1115	84.5304	16.6149	276.0552	(8628)
TSCHNO	802	144 EAST HIGH	10-12	52280.7248	82.7227	19.3648	374.9936	(632)
TSCHNO	803	161 EAST TECH	10-12	56224.1496	80.4351	21.6907	470.4879	(699)
TSCHNO	804	220 GLENVILLE	10-12	43294.8225	87.8191	12.9426	167.5112	(493)
TSCHNO	805	273 J.F.RHODES	10-12	40787.7750	87.5274	11.9943	143.8637	(466)
TSCHNO	806	276 JOHN ADAMS	10-12	63009.4592	84.9184	17.4491	304.4723	(742)
TSCHNO	807	284 JOHN HAY	10-12	48199.5414	86.3791	14.9102	222.3151	(558)
TSCHNO	808	285 J.F.KENNEDY	10-12	63718.2540	83.9503	15.6841	245.9909	(759)
TSCHNO	809	292 J.MARSHALL	10-12	87187.9632	86.4960	13.4066	179.7375	(1008)
TSCHNO	810	330 LINCOLN-W.	10-12	60906.6552	82.3063	17.6555	311.7161	(740)
TSCHNO	812	512 SOUTH	10-12	64219.7221	79.8753	18.9773	360.1387	(804)
TSCHNO	813	612 WEST TECH	10-12	63950.8849	83.4868	16.5875	275.1439	(766)
TSCHNO	814	096 COLLINWOOD	9-12	85548.1596	89.0199	12.4791	155.7267	(961)
CSCHLEV	6	SPECIAL SCHS&INST.		247580.1695	90.0292	10.7580	115.7342	(2750)
TSCHNO	800	803 LAW-PUB.SER.	9-12	24717.4860	88.5931	11.0517	122.1410	(279)
TSCHNO	811	349 M.S.HAYES	11-12	14361.7003	86.5163	10.6115	112.6031	(166)
TSCHNO	815	275 JANE ADDAMS	11-12	40206.1654	87.2151	13.4849	181.8420	(461)
TSCHNO	816	026 AVIATION	10-12	25855.2698	85.6135	13.3835	179.1180	(302)
TSCHNO	817	804 HEALTH CAR.	11-12	14704.7742	88.0525	11.1187	123.6263	(167)
TSCHNO	849	801 CLEV.ART4-6	9-10	66736.5760	92.5611	8.0581	64.9323	(721)
TSCHNO	850	802 CLEV.SCIENCE	6-10	60998.1978	93.2694	7.4742	55.8642	(654)

TOTAL CASES = 59850
MISSING CASES = 8845 OR 14.8 PCT.

- A N A L Y S I S O F V A R I A N C E -

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	SUM OF SQ	N
CSCHLEV	3	PUBLIC ELEMENTARY	2618368.4979	93.1572	7.4026	1540153.0379	(28107)
CSCHLEV	4	PUBLIC JUNIOR HS	991601.5164	86.0765	15.5849	2797839.2901	(11520)
CSCHLEV	5	PUBLIC SENIOR HS	729328.1115	84.5304	16.6149	2381528.5860	(8628)
CSCHLEV	6	SPECIAL SCHS&INST.	247580.1695	90.0292	10.7580	318153.2757	(2750)
		WITHIN GROUPS TOTAL	4586878.2953	89.9300	11.7470	7037674.1897	(51005)

A N A L Y S I S O F V A R I A N C E

SOURCE	SUM OF SQUARES	D.F.	MEAN SQUARE	F	SIG.
BETWEEN GROUPS	715371.555	3	238457.185	1728.064	0.0000
LINEARITY	425937.900	1	425937.900	3086.710	0.0000
DEV. FROM LINEARITY	289433.655	2	144716.827	1048.742	0.0000
	R =-0.2344	R SQUARED = 0.0549			
WITHIN GROUPS	7037674.190	51001	137.991		
	ETA = 0.3038	ETA SQUARED = 0.0923			

DESCRIPTION OF SUBPOPULATIONS

CRITERION VARIABLE P2NCE PRE T--CTBS COMPREHSN NCE
BROKEN DOWN BY ATTENDGP ABOVE=1 & BELOW=2 STUDENT ATTEND.GROUPS
BY RACE RACE OF STUDENT 1=I 2=W 3=B 4=O 5=H

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
FOR ENTIRE POPULATION			2559240.0000	50.0585	16.8645	284.4104	(51125)
ATTENDGP	1	HI ATENDSTUDENTS	1359809.0000	52.1040	16.6252	276.3959	(26098)
RACE	1	AMER IND OR ESKIMO	3697.0000	57.7656	16.3093	265.9918	(64)
RACE	2	WHITE-NOT OF HISP OR	231758.0000	55.8184	17.6970	313.1855	(4152)
RACE	3	BLACK-NOT OF HISP OR	1077662.0000	51.2879	16.2954	265.5405	(21012)
RACE	4	ASIAN OR PAC ISLNDR	14119.0000	56.4760	18.2341	332.4834	(250)
RACE	5	HISPANIC	32573.0000	52.5371	15.8767	252.0681	(620)
ATTENDGP	2	LO ATENDSTUDENTS	1199431.0000	47.9255	16.8483	283.8661	(25027)
RACE	1	AMER IND OR ESKIMO	3396.0000	48.5143	14.5231	210.9201	(70)
RACE	2	WHITE-NOT OF HISP OR	374415.0000	51.9156	17.1266	293.3207	(7212)
RACE	3	BLACK-NOT OF HISP OR	770323.0000	46.2240	16.4301	269.9469	(16665)
RACE	4	ASIAN OR PAC ISLNDR	3323.0000	50.3485	16.5274	273.1536	(66)
RACE	5	HISPANIC	47974.0000	47.3116	17.0458	290.5583	(1014)

TOTAL CASES = 59850
MISSING CASES = 8725 OR 14.6 PCT.

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